DOCUMENT RESUME

ED 310 837 JC 890 447

AUTHOR Head, Ronald B.
TITLE Follow-Up Survey of PVCC Graduates of the Class of 1987-1988.
INSTITUTION Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE Sep 89
NOTE 99p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employment Patterns; Followup Studies; Graduate Surveys; Job Satisfaction; Mail Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup

ABSTRACT

In 1988, Piedmont Virginia Community College (PVCC) conducted a follow-up survey of graduates of the class of 1987-88 regarding their jobs, career satisfaction, salaries, study at other institutions of higher education, and the impact PVCC had upon their career or educational progress. Of the 226 graduates, 129 returned completed surveys for a response rate of 57.1%. Major findings included the following: (1) 51.94% of the graduates were employed full time in jobs related to their field of study at PVCC, 87.4% were satisfied or very satisfied with their current jobs, and 60% planned to pursue these jobs as long-range careers; (2) the percentage of graduates employed full time in a job related to their major was lower than in previous years, while the percentage of graduates with jobs unrelated to their field of study was higher; (3) 89.2% of the respondents felt that their PVCC programs provided excellent or good preparation for their current jobs; (4) 91.8% felt that they were better or as well prepared as other employees with the same jobs; (5) the average salary of the survey respondents was $19,595 per year; and (6) most respondents who had transferred to a four-year institution were in good academic standing, earning an average grade point average of 3.190 at the senior institution. The survey instrument is included. (Author/JMC)

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1987-1988

Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia 22901
Research Report No. 7-89

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PVCC Institutional Research Brief September 1989

RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1987-1988

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1987-1988* (PVCC Institutional Research Report No. 7-89, September 1989). Students graduating from PVCC in Summer Quarter 1987, Fall Quarter 1987, Winter Quarter 1988, and Spring Quarter 1988 were surveyed in the winter and spring of 1989 to determine what jobs they had obtained, which schools they were attending, how much they were paid, how satisfied they were, and what impact PVCC had upon their careers and education. Because the survey response rate exceeded 50%, and because demographic and enrollment characteristics of survey respondents mirrored those of all graduates, it is reasonable to assume that findings are representative of all 1987-1988 graduates.

Major findings included:

1. Most 1987-1988 PVCC graduate survey respondents found meaningful and satisfying employment. Slightly over one-half of the respondents were employed in full-time jobs related to their fields of study at PVCC. Nearly 90% were either very satisfied (32.4%) or satisfied (55%) with their current jobs, and approximately 60% planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (18.9%), business manager (14.5%), secretary (12.6%), sales clerk (10.8%), accountant (6.3%), health technician (6.3%), and data entry operator (4.5%).

3. The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was $19,595, and the median, or midpoint, salary was $20,978. The highest salary reported was $48,000 and the lowest $3,115. The distribution of salaries was fairly normal, though slightly skewed left, with approximately two-thirds of all respondents earning between $10,000 and $25,000. Males earned more than females, and generally, older respondents earned more than younger respondents.

4. Approximately 90% of the survey respondents believed that PVCC provided excellent (34.3%) or good (54.9%) academic preparation for jobs. Only 7.8%

(Continued on reverse side)

believed PVCC provided fair academic preparation, and only 2.9% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (43.9%) or equally (48%) prepared in comparison to other new employees within the same career fields. Only 8.2% felt they were not as well prepared.

6. More 1987-1988 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia than to any other institution. Two other institutions--James Madison University and Mary Baldwin College--enrolled large numbers of survey respondents. The most popular field of study at four-year institutions was business. Six respondents attending four-year schools were enrolled in business programs. Other programs in which more than two respondents enrolled were education (4), psychology (3), pharmacology (2), and marketing (2).

7. Most 1987-1988 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.190. The lowest GPA reported was 2.000 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.6%) or good (53.1%) academic preparation for transfer. Only one respondent felt that PVCC provided poor preparation. Most respondents also believed they were better (25.8%) or equally (67.7%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that PVCC had less strict grading practices than four-year schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1987-1988

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other institutions of higher education, and the impact PVCC has had upon the career or educational progress of the graduates. The information is used to improve academic programs and college services.

This study reports the results of the thirteenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1987-1988 (those students graduating from PVCC in Summer Quarter 1987, Fall Quarter 1987, Winter Quarter 1988, and Spring Quarter 1988).

METHODOLOGY

In terms of format and content, this year's report is similar to last year's. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

As was the case with 1986-1987 graduates, 1987-1988 graduates were surveyed twice. The first survey was conducted during graduation rehearsal. The major purpose of this survey was to obtain correct addresses for all graduates. Seven months after graduation, the graduates were sent the follow-up survey (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 226 graduates of the class of 1987-1988, 129 returned completed surveys for a response rate of 57.1%. This was less than the 61.2% response rate for 1986-1987 graduates, and less than the 70.5% response rate for 1985-1986 graduates, but still represents a decent rate of return.

As can be seen in Tables 1 and 2, the response rates by sex, race, age, residence, and academic program enrollment varied somewhat from the overall response rate. Females were more likely to complete surveys than males, and college

transfer graduates were more likely to complete surveys than occupational/technical graduates.[1]

Demographic and enrollment characteristics of survey respondents were in most cases the same as those of all graduates. In terms of sex, most graduates were female (63.3% of graduates and 71.3% of respondents), and in terms of race, most were white (88.9% of graduates and 92.2% of respondents). Approximately one-third of the graduates were between the ages of 25 and 35 (34.5% of graduates and 31% of respondents).

AAS degrees were received by over 40% of all graduates (42.9% of graduates and 41.9% of respondents). Approximately one-third received AS degrees (33.6% of graduates and 35.7% of respondents), and less than one-fifth received certificates (19.1% of graduates and 17.1% of respondents). Less than 5% received AA degrees 4.4% of graduates and 5.4% of respondents).

Because the response rate exceeded 50%, and because the demographic and enrollment characteristics of the respondents mirrored those of all graduates, the author of this report is confident that most information contained in this study is representative of all graduates of the class of 1987-1988.

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[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

EMPLOYMENT

Slightly over one-half of all 1987-1988 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Approximately 17% were employed in either full-time jobs unrelated to their study at the college or in part-time jobs. More of the part-time employees worked in jobs related to their study at PVCC than worked in jobs unrelated to their study (10.1% of all respondents had part-time, related jobs and 7.8% had part-time, unrelated jobs).

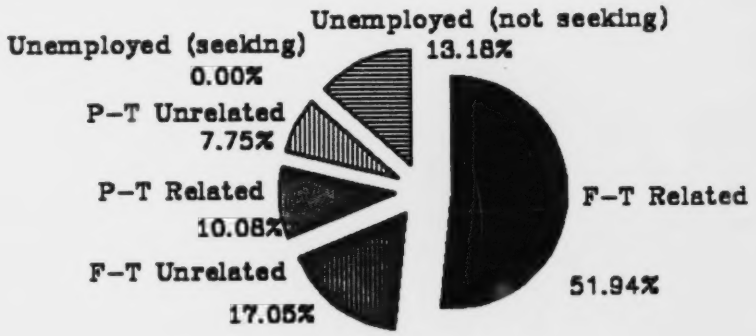

FIGURE 1: EMPLOYMENT STATUS OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS

Approximately 13% of the survey respondents declared that they were unemployed, and of these, none were seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons. In fact, one specifically noted that she was a homemaker and not unemployed.

The average number of hours worked per week by respondents holding full-time jobs was 40.6. Those full-time employees with jobs related to their fields of study at

PVCC worked slightly longer hours than those with jobs unrelated to their fields of study (40.9 hours as opposed to 39.8 hours). The average number of hours worked per week by respondents with part-time jobs was 28.7 for those with jobs related to their fields of study and 21.9 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), and the unemployment much higher. This is because the purpose of all college transfer curricula is to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities.

The employment status of 1987-1988 graduates was slightly different than that of previous graduating classes. As can be seen in Table 4, although approximately 65%-70% of all PVCC graduating classes during the past several years has been employed in full-time jobs, the percentage of 1987-1988 graduate respondents employed in full-time jobs related to their fields of study at PVCC was lower than that of graduates of the classes of 1982-1983, 1984-1985, 1985-1986, and 1986-1987, and the percentage of graduates with jobs unrelated to their fields of study was higher. The percentage of 1987-1988 graduates holding part-time jobs was also higher than that of previous

classes, and the percentage of unemployed lower. In fact, the class of 1987-1988 has been the only class in which no respondents indicated they were seeking employment.

The employment status of 1987-1988 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (60.4%). As has been the case during the last several year, more respondents were employed as nurses than as anything else (18.9%). Other jobs held by five or more respondents included business manager (14.5%), secretary (12.6%), sales clerk (10.8%), accountant (6.3%), health technician (6.3%), and data entry operator (4.5%). Six respondents (5.4%) checked "OTHER" for job category.

Thirty-nine survey respondents (35.8%) indicated they obtained their jobs before attending PVCC, 32 (29.4%) indicated they obtained their jobs while attending PVCC, and 38 (34.9%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1980-1981 through 1987-1988.

Thirty-seven survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. One also indicated he had obtained his current job as an inventory manager as a direct result of participation in Co-op.

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of survey respondents was quite high (see Figure 2). Nearly 90% of the respondents reported they were either very satisfied (32.4%) or satisfied (55%) with their current jobs. Only 3 respondents (2.7%) indicated they were dissatisfied, and 11 indicated they were not very satisfied (9.9%). College transfer graduates were less satisfied with their jobs than were occupational/technical graduates, but this is probably due to the fact that college transfer programs are not designed to prepare students for jobs or careers but rather for transfer to four-year colleges or universities.

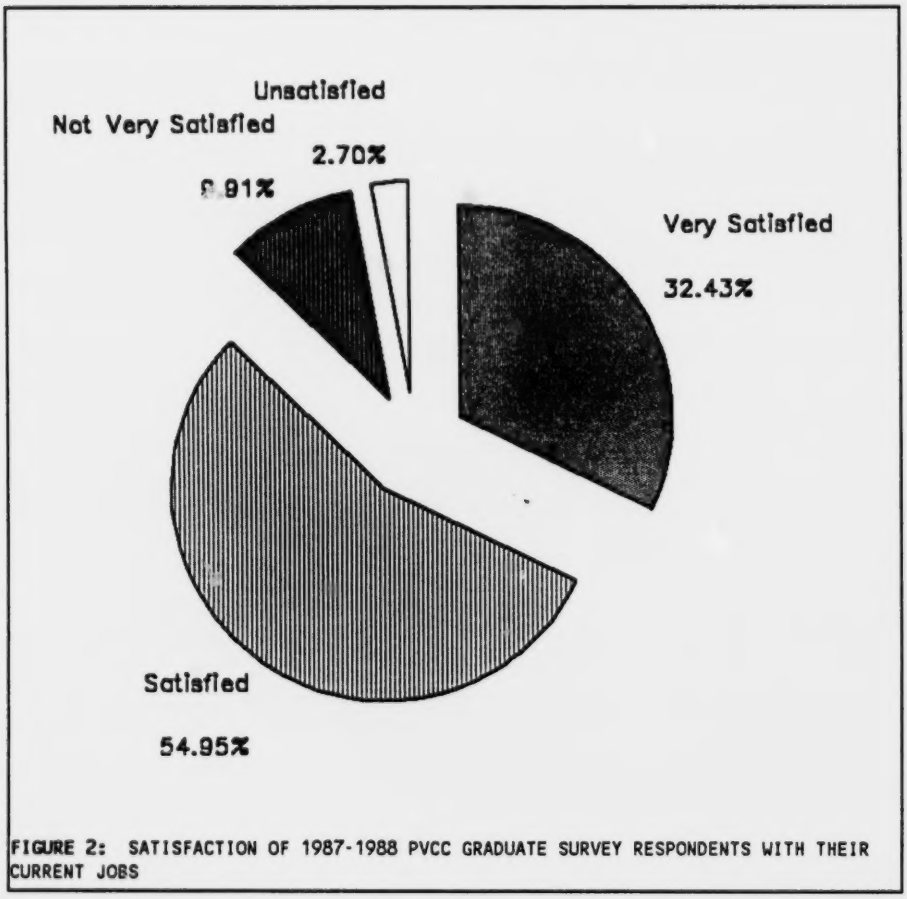

FIGURE 2: SATISFACTION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

The 1987-1988 graduate survey respondents were slightly more satisfied with their jobs than were respondents from the PVCC graduating class of 1986-1987 but slightly less satisfied than graduate survey respondents of graduating classes prior to 1986-1987. As can be seen in Table 7, 12.6% of the 1987-1988 survey respondents were not very satisfied or dissatisfied with their jobs, in contrast to 15.9% of the 1986-1987 survey respondents. Yet less than 10% of survey respondents of the classes of 1984-1985 and 1985-1986 were not very satisfied or dissatisfied with their jobs.

The job satisfaction of 1987-1988 survey respondents by job category is presented in Table 8. In all categories except two, the majority of respondents indicated they were either very satisfied or satisfied. The two exceptions were construction worker and laboratory technician, and in both of these categories, half of the respondents were very satisfied or satisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not just jobs but careers as well. Not only were most 1987-1988 survey respondents satisfied with their jobs, but the majority planned to continue within the same career fields.

However, as can be seen in Table 9, a larger percentage of 1987-1988 respondents than of respondents of previous graduating classes did not intend to pursue their jobs as long-range careers. In fact, each year since 1982-1983, the percentage figure has grown. Only 11.7% of the 1984-1985 survey respondents had no intention of

pursuing their jobs as long range careers. The figure rose to 22.1% for 1985-1986 respondents, 38.5% for 1986-1987 respondents, and 40.2% for 1987-1988 respondents.

The intention of 1987-1988 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which all respondents saw as long-range careers included accountant and artist. Jobs which most respondents viewed as long-range careers included business manager, child care worker, electronics worker, nurse, secretary, and systems analyst. Jobs which over half of the respondents did not see as long-range careers included computer programmer, construction worker, data entry operator, draftsman, educator, health technician, laboratory technician, sales clerk, and typist. The job category with the most respondents, nurse, was generally viewed as a long-range career. Over 80% of the nurses reported they would pursue their jobs as long-range careers.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1987-1988 graduate survey respondents. Over one-third of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Over one-half indicated that the academic preparation was good. Only 7.8% indicated that the academic preparation was fair, and only 2.9% indicated it was poor.

The evaluation of academic preparation for employment by academic program by 1987-1988 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. In only one program, electronics, did all respondents feel the academic preparation was either fair or poor, but this may be misleading since only one graduate in electronics responded to this survey item. In this context, one should remember that the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

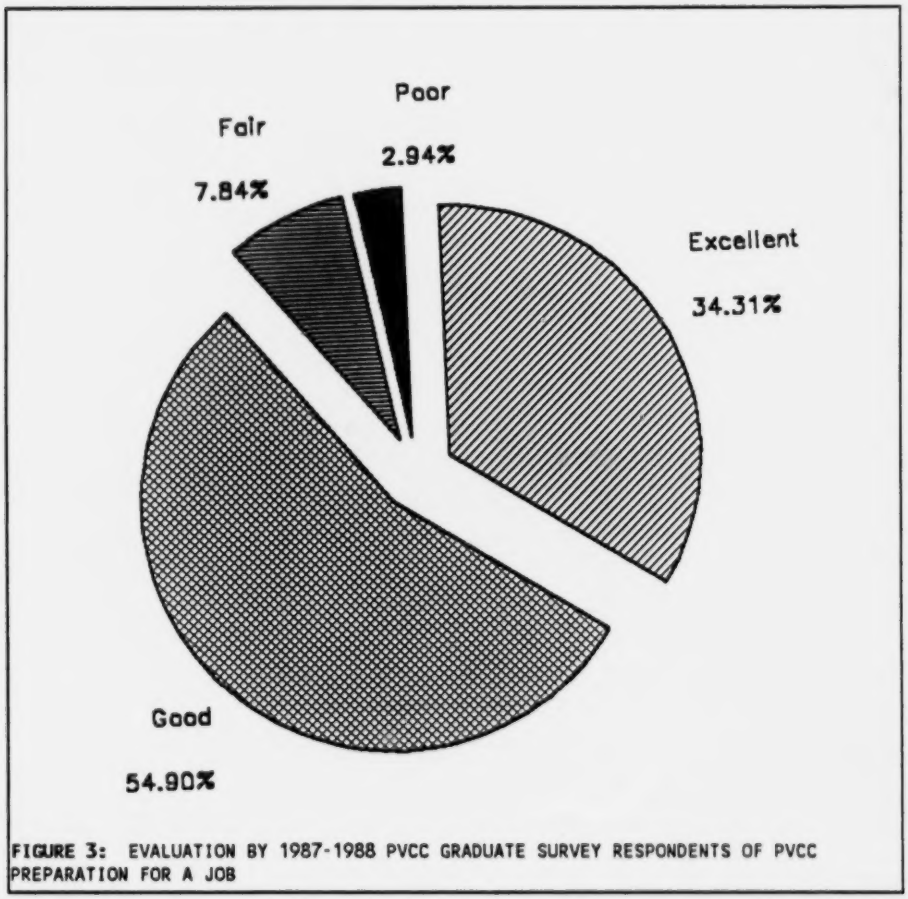

FIGURE 3: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

The evaluation of their academic preparation for employment by the 1987-1988 graduate survey respondents was similar to that by the 1985-1986 and 1986-1987 survey respondents (see Table 12). Approximately 90% of the survey respondents for

these graduating classes rated their academic preparation as either excellent or good. However, slightly more 1987-1988 respondents than 1985-1986 or 1986-1987 respondents rated their academic preparation as fair or poor.

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution highly than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those high satisfied with their jobs.

These expectations were true for 1987-1988 graduate survey respondents. As can be seen in Table 13, over 90% of those respondents in either full-time or part-time jobs related to their fields of study at PVCC rated their academic preparation at the college as either excellent or good. On the other hand, one-third of all respondents with either full-time or part-time jobs *not* related to their fields of study at PVCC rated their academic preparation as either fair or poor.

With respect to job satisfaction, all of the survey respondents very satisfied with their jobs rated their academic preparation as excellent, and over 90% of those satisfied with their jobs rated their academic preparation as either excellent (27.8%) or good (64.8%). Less than half of those not very satisfied with their jobs rated their academic

preparation as either excellent or good, and of those dissatisfied with their jobs, one rated his or her academic preparation as excellent and one rated it as poor.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the vast majority of 1987-1988 graduate survey respondents felt they were better or equally prepared.

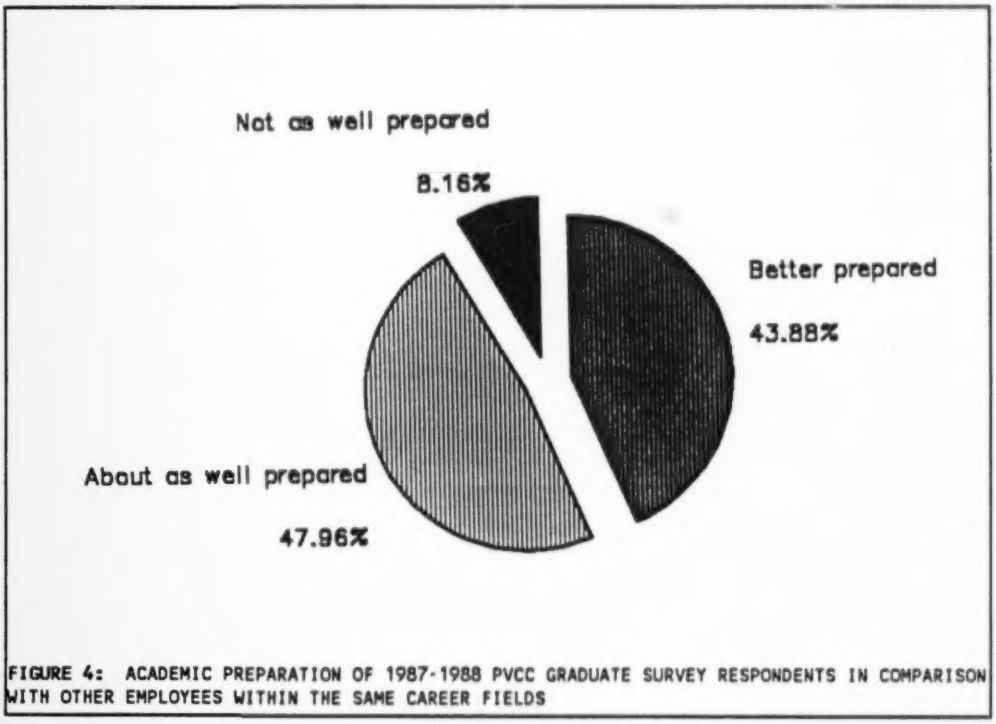

FIGURE 4: ACADEMIC PREPARATION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

Less than 10% of the survey respondents felt they were not as well prepared as other new employees within the same career fields. All other respondents were fairly evenly divided between feeling they were better prepared (43.9%) or about as well prepared (49%) as other new

employees. Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, ten respondents indicated they received direct job assistance from PVCC. All of these respondents received AAS degrees, eight in nursing, one in draft & design, and one in management.

Table 16 presents the evaluation by 1987-1988 graduate survey respondents of various career assistance services offered by the college. As can be seen, for the most part, these services were rated highly by survey respondents. The three services rated most highly were faculty, Co-op, and academic program. Over 40% of the respondents rated faculty services as excellent (41.8%) and over 50% rated them as good (50.7%). Less than 10% rated faculty services as fair, and none rated them as poor. Co-op services were rated as excellent by over half of the respondents (52.8%) and good by over one-third of the respondents (38.9%). Less than 10% rated Co-op services as either fair (2.8%) or poor (5.6%). Academic program services were rated as excellent by 27.7% or the respondents, good by 61.5%, fair by 7.7%, and poor by 3.1%. With respect to student services, half of the respondents rated them as either excellent or good, and half rated them as either fair or poor.

SALARIES

The mean, or average, annual salary earned by 1987-1988 graduate survey respondents was $19,595, and the median, or midpoint, salary was $20,978. The highest salary reported was $48,000 and the lowest $3,115. As can be seen in Figure 5, the distribution of salaries was nearly normal, though slightly skewed left.[2]

Slightly under half of all respondents earned less than $20,000. Two-thirds of all respondents earned between $10,000 and $25,000, and one-third earned between $20,000 and $25,000. Only 13.3% earned less than $10,000, and only 7.8% earned over $30,000.

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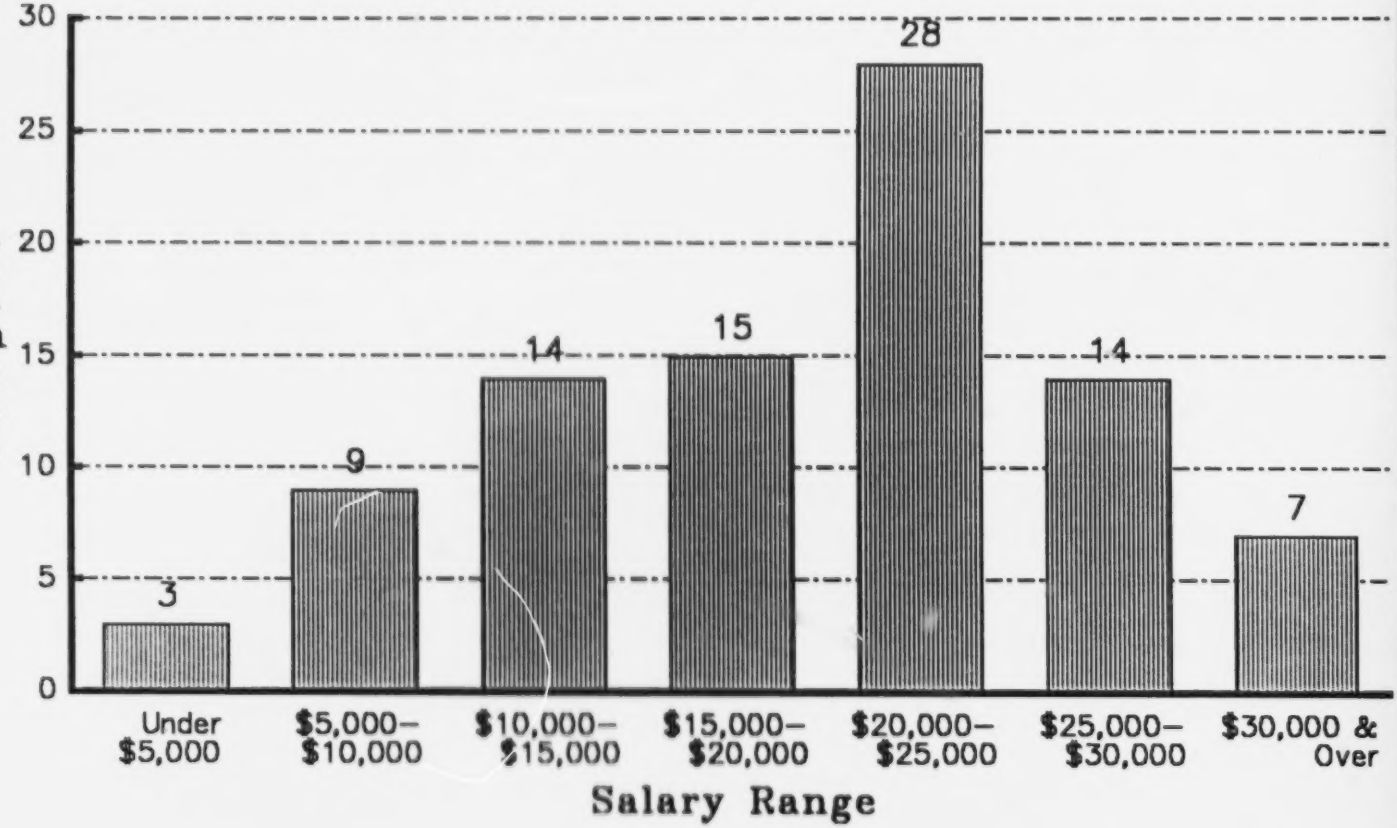
[2]When a histogram, or distribution of data values, is nonsymmetric, or not shaped like a bell curve, it is skewed. When the data show a pattern with a left tail, the histogram is skewed left. This occurs when the mean, or average, is lower than the median, or midpoint. The degree of skewness can be calculated using the Pearsonian coefficient of skewness. Using this method, values will range from -3 (totally skewed left) to +3 (totally skewed right). If the data are perfectly symmetric, the value will be 0. In the case of the salaries reported in this study, the Pearsonian coefficient of skewness is -0.46367.

FIGURE 5: SALARIES OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS



The salaries of the 1987-1988 graduate survey respondents by degree and academic program is presented in Table 17. As might be expected, given the fact that college transfer programs are not designed to provide jobs for graduates, salaries for those enrolled in occupational/technical programs were higher than salaries for those enrolled in college transfer programs. The mean and median salaries for survey respondents earning the A.A. degree was $8,933; the mean salary for those earning the A.S. degree was $18,511, and the median salary was $20,400. The mean salary for those earning the A.A.S. degree ($20,168) was lower than that for those earning certificates ($20,833), but the median salary was higher ($21,270 for A.A.S. respondents; $19,750 for certificate respondents).

Salaries of 1987-1988 survey respondents by job category are presented in Table 18. Although the highest salary was earned in the job category of business manager ($48,000), the highest *average* salary was earned in the job category of electronics worker (mean = $28,750; median = $30,000). The lowest salary was earned in the category of educator ($11,700).

Job categories with mean salaries exceeding $20,000 were electronics worker (mean = $28,750; median = $30,000), systems analyst (mean = $24,730; median = $25,929), business manager (mean = $24,744; median = $21,000), nurse (mean = $23,540; median = $23,500), respiratory technician (mean and median = $22,250), health technician (mean = $21,771; median = $21,500), and draftsman (mean and median = $20,956).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Surprisingly, however, survey respondents holding part-time jobs related to their fields of study at PVCC earned mean salaries in excess of $20,000. And, regardless of whether they were employed in full-time or part-time jobs, respondents employed in jobs related to their fields of study at PVCC earned higher salaries than those employed in jobs unrelated to their fields of study. The mean salary for those employed in jobs related to their fields of study was $21,792 for full-time employees and $20,452 for part-time employees; the mean salaries for those employed in jobs unrelated to their fields of study was $12,825 for full-time employees and $5,761 for part-time employees.

A very slight correlation between job satisfaction and salary was evident for 1987-1988 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied or satisfied with their jobs were higher than the salaries for those not very satisfied or dissatisfied. Surprisingly, both the mean and median salaries for respondents not very satisfied were slightly higher than those for respondents dissatisfied with their jobs, and the respondent earning the lowest salary was satisfied with his or her job.

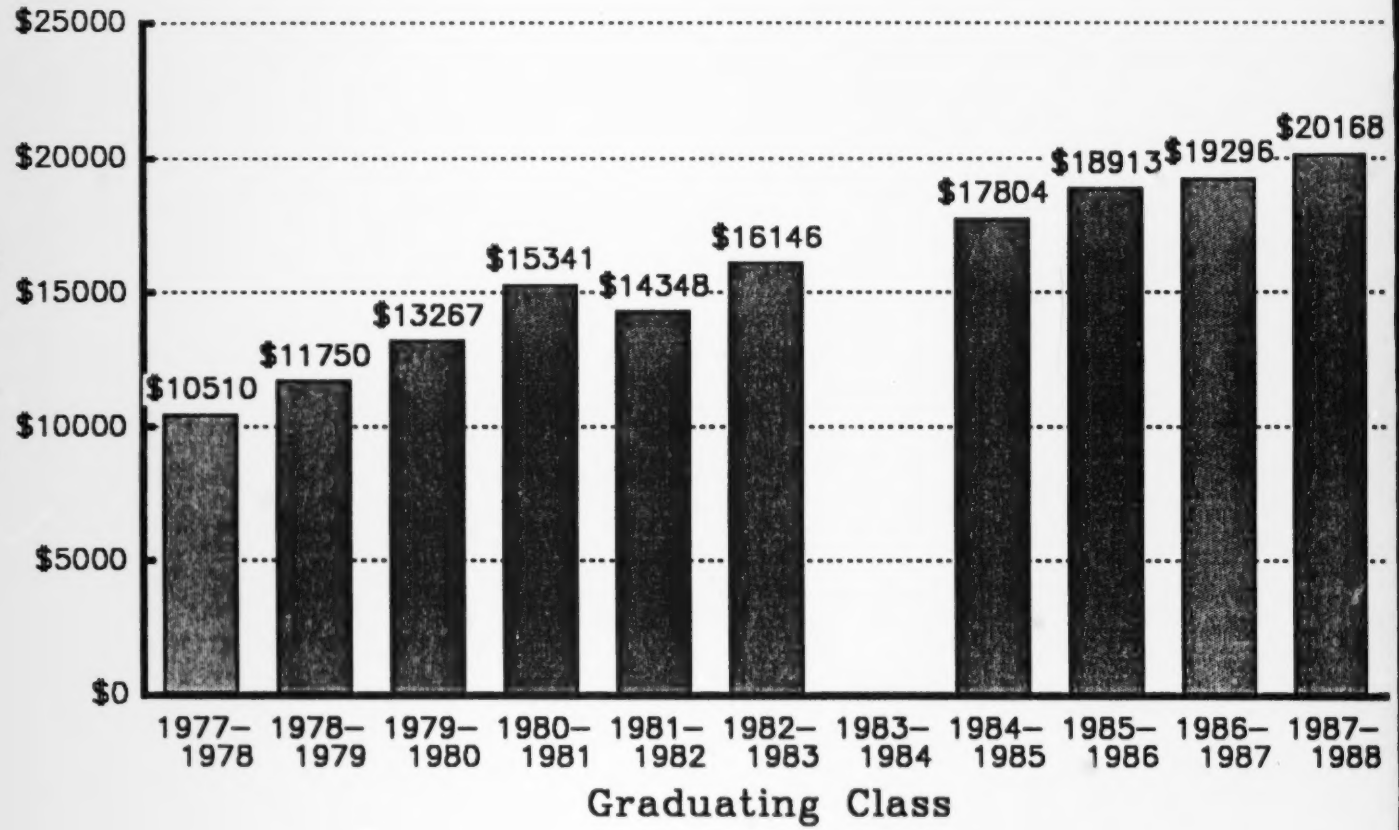
Male graduate survey respondents earned higher salaries than female respondents, and white respondents earned higher salaries than minority respondents (see Table 20). Generally, older graduates earned higher salaries than younger graduates.

The mean salary for males was approximately $3,000 higher than the mean salary for females. This was similar to salaries reported by 1986-1987 survey respondents, where male salaries exceeded female salaries by $4,000, but in contrast to salaries reported by 1985-1986 survey respondents, where female salaries exceeded male salaries by $2,000. With respect to race, whites earned a mean salary approximately $1,000 higher than that for blacks. No minority graduates other than black responded to the survey.

With respect to age, the highest salaries were earned by respondents 35 to 45 years of age (mean = $23,719; median = $24,134). The next highest salaries were earned by respondents 25 to 35 years of age (mean = $21,699; median = $22,100). As might be expected, with the exception of the one respondent aged 60 or over, who earned $7,000, the lowest salaries were earned by respondents 18 to 22 years of age (mean = $13,436; median = $13,000).

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-1978 through 1987-1988.

FIGURE 6: AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS



AAS graduate survey respondents of the class of 1987-1988 earned a 4.5% higher mean salary than their counterparts of the class of 1986-1987. This is higher than the 2% increase earned by 1986-1987 survey respondents but lower than the 6.2% increase enjoyed by 1985-1986 survey respondents. It was also lower than the roughly 10% increase enjoyed each year by graduating classes from 1977-1978 to 1980-1981.

The mean salary for all 1987-1988 survey respondents, $19,595, was 3.5% higher than the mean salary for all 1986-1987 survey respondents. This was much lower than the 10.5% increase between 1985-1986 and 1986-1987 survey respondents but much higher than the 5.8% decrease in mean salary between 1984-1985 and 1985-1986 respondents.

FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number usually transfer to the University of Virginia. With the advent of the joint adult degree program between Mary Baldwin College and PVCC, an increasingly larger number of graduates has transferred each year to Mary Baldwin. Another institution which has enrolled large numbers of PVCC graduates each year has been James Madison University.

Figure 7 shows to which schools 1987-1988 graduate survey respondents transferred.

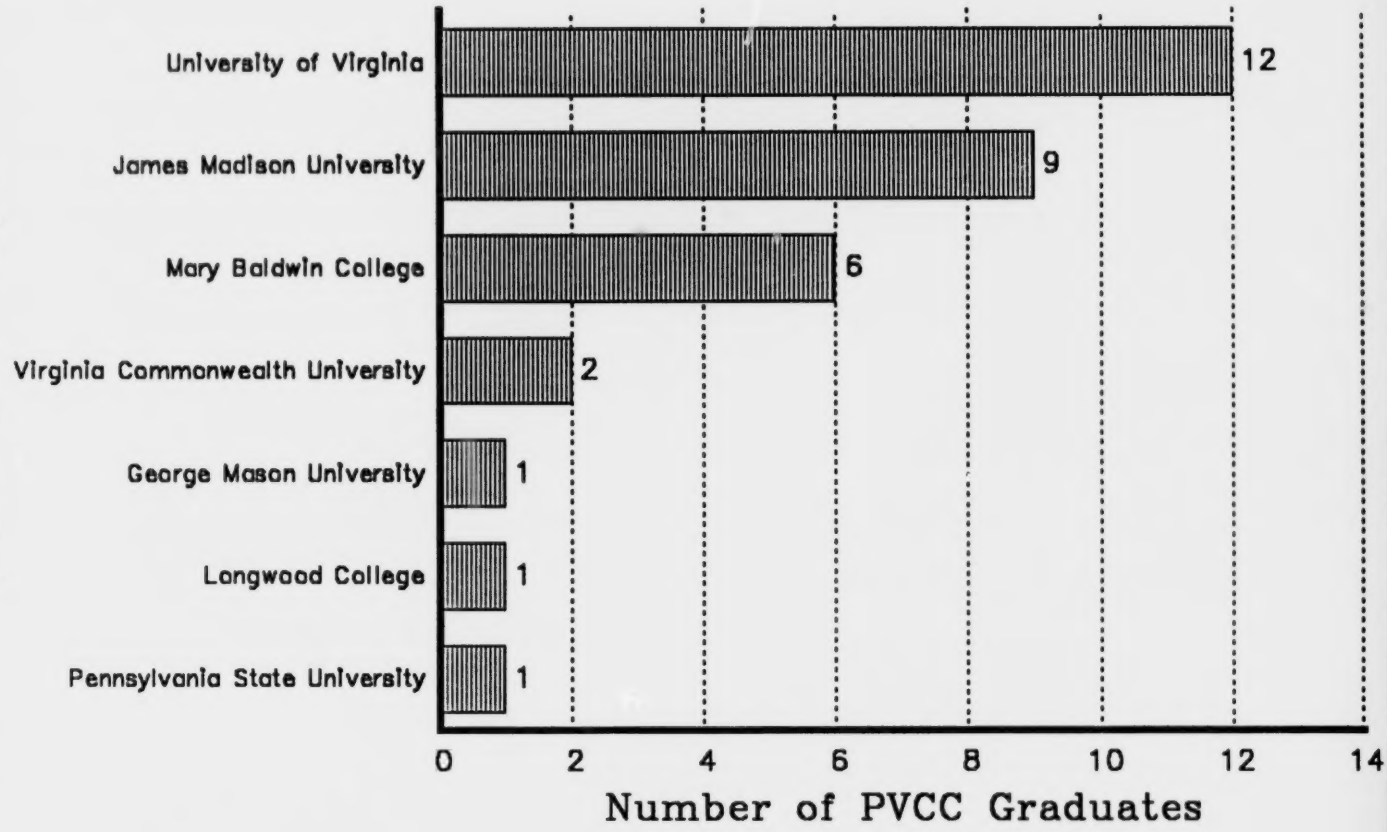


FIGURE 7: FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS

It should come as no surprise that the University of Virginia was selected by the largest number of respondents (12), followed by James Madison University (9), then by Mary Baldwin College (6). Every recent graduating class except the class of 1986-1987 has chosen these three institutions in this same order.[3] Other colleges or universities chosen by 1987-1988 graduate survey respondents were Virginia Commonwealth University (2), George Mason University (1), Longwood College (1), and the Pennsylvania State University (1).

With one exception, the institutions to which the survey respondents transferred were their first choices. The Pennsylvania State University was the second choice of the one respondent who transferred there.

Most graduates studied full-time at the colleges or universities to which they transferred (87.9%). Three respondents studied part-time at James Madison University and one studied part-time at Mary Baldwin College.

Like 1986-1987 survey respondents, 78.8% of whom were women, most 1987-1988 survey respondents were women (69.7%). All respondents but one were white (97%), and that respondent was Oriental. Twelve of the respondents were less than 22 years old (33.3%), 6 were between 22 and 25 (16.7%), 9 were between 25 and 35 (25%), 6 were between 35 and 45 (16.7%), and 3 were between 45 and 60 (8.3%).

Twenty-three of the respondents received the AS degree at PVCC (70%), 5 received the AA degree (15.2%), 4 received the AAS degree (12.1%), and one received

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[3]More 1986-1987 survey respondents transferred to Mary Baldwin College (9) than to the University of Virginia (8) or James Madison University (5).

a career studies certificate (3%). The academic programs at PVCC in which these respondents enrolled were business administration (n=11; 33.3%), education (n=5; 15.2%), general studies (n=5; 15.2%), liberal arts (n=5; 15.2%), science (n=2; 6.1%), draft & design (n=1; 3%), management (n=1; 3%), marketing (n=1; 3%), nursing (n=1; 3%), and career studies in business and office (n=1; 3%).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. As has usually been the case with survey respondents, business was the most popular field of study, 6 respondents choosing it. Four respondents chose education, two chose pharmocology, two chose marketing, and 13 different fields were chosen by one respondent each. Fields of study by four-year institution are presented in Table 21.

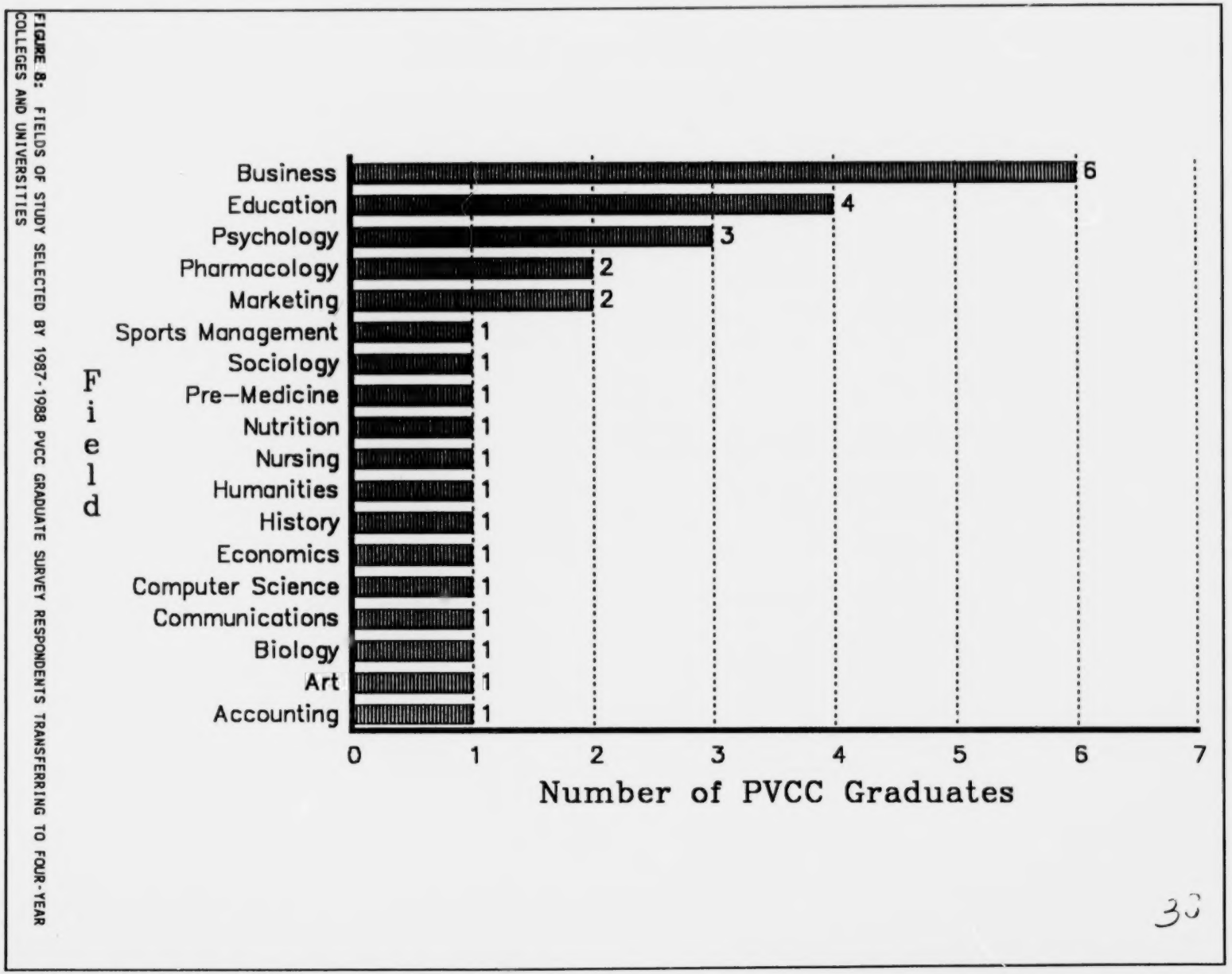

FIGURE 8: FIELDS OF STUDY SELECTED BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS TRANSFERRING TO FOUR-YEAR COLLEGES AND UNIVERSITIES

Alll but one respondent reported that their PVCC credits were accepted as expected by the institutions to which they transferred. The one respondent who reported otherwise was enrolled in humanities at the Pennsylvania State University. As has happened with previous graduating classes, a number of respondents noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Most survey respondents seemed to be performing quite well academically at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.190. The lowest GPA reported was 2.000 and the highest was 4.000. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was Mary Baldwin College (3.864), and the one with the lowest was Virginia Commonwealth University (2.800). Respondents at 5 institutions--Mary Baldwin College, the University of Virginia, George Mason University, Longwood College, and the Pennsylvania State University--had average GPA's over 3.000. In fields of study with more than one respondent, the following GPA's were reported: psychology--3.267 (n=3); business--3.172 (n=6); education--3.068 (n=4); marketing--2.995 (n=2); and pharmacology--2.750 (n=2).

Females earned much higher grade point averages than males (see Table 24). The mean female GPA was 3.365 and the mean male GPA was 2.708. Because only

one respondent was minority, it is difficult to draw any meaningful conclusions with respect to race and GPA. With respect to age, however, respondents between the ages of 25 and 45 generally performed better academically than either younger or older respondents. The average GPA of respondents 21 years of age and younger was 2.835; the average GPA of respondents between 22 and 25 years of age was 3.110; the average GPA of respondents between 25 and 35 years of age was 3.634; the average GPA of respondents between 35 and 45 years of age was 3.573; and the average GPA of respondents over 45 years of age was 2.950.

Academically, as measured by GPA, 1987-1988 survey respondents performed about as well as previous graduating classes. The average GPA of 1987-1988 survey respondents (3.190) was only slightly lower than the average GPA of 1986-1987 respondents (3.210).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. A number return to community colleges or other educational institutions. Five 1987-1988 survey respondents indicated they had continued their education at PVCC, one indicated he or she was studying at Northern Virginia Community College, one indicated he or she was studying at Germanna Community College, and one indicated he or she was enrolled at the Insurance Institute of America. All 14 of the respondents at these schools were studying part-time, and the programs in which they enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the vast majority of 1987-1988 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by 40.6% of the respondents, good by 53.1%, fair by 3.1%, and poor by 3.1%.

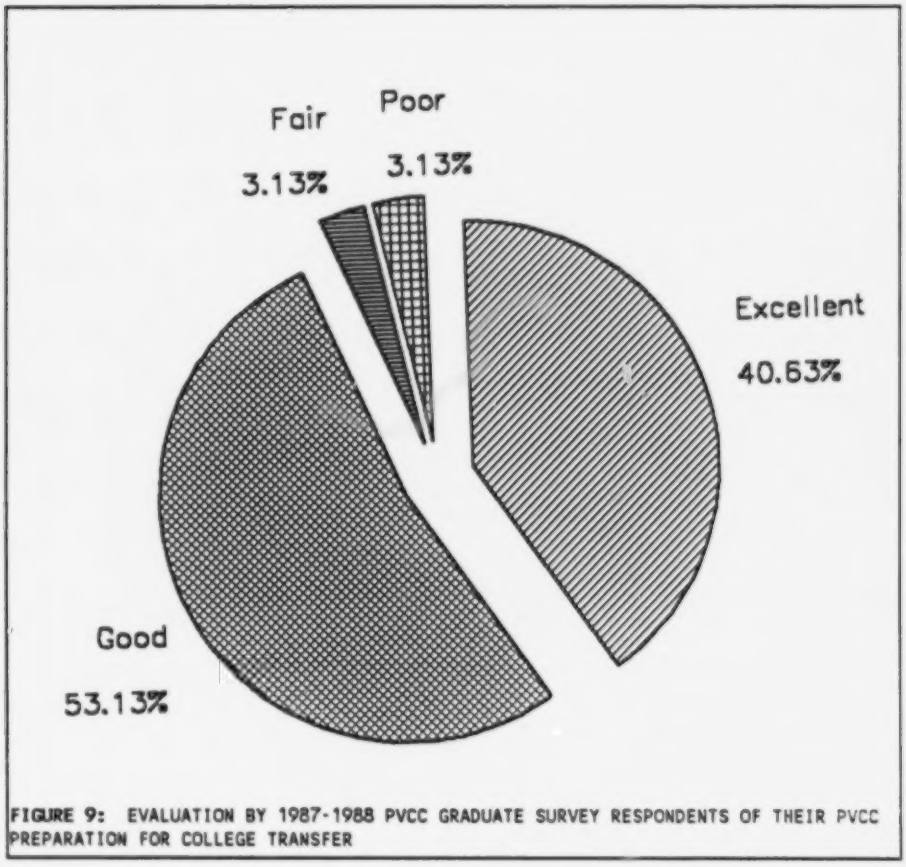

FIGURE 9: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

These evaluations are broken down by degree and academic program in Table 26. Sixty percent of the respondents earning the AA degree rated their academic preparation as excellent, and 40% rated it as good. No respondents earning the AA degree rated their academic preparation as either fair or poor. Slightly over one-third of

those earning the AS degree rated their academic preparation as excellent, and nearly two-thirds rated it as good. One respondent earning the AS degree rated his or her academic preparation as poor (4.3%). Two-thirds of those earning the AAS degree rated their academic preparation as excellent, and one-third rated it as good. The only respondent earning a career studies certificate rated his or her academic preparation as fair. Academic programs with more than one respondent and which half or more of the respondents rated as excellent were liberal arts (60%) and business administration (54.5%).

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. The only institution attended by PVCC graduates at which half or more of the respondents rated their PVCC academic preparation as excellent was Mary Baldwin College (83.3%). However, with only two exceptions, all respondents rated their academic preparation as *either* excellent or good. One respondent attending the Pennsylvania State University rated his or her academic preparation at PVCC as fair (100%), and one respondent attending Virginia Commonwealth University rated his or her academic preparation as poor (50%).

Four-year academic program in which more than one PVCC graduate was enrolled and in which half or more of the respondents rated their PVCC academic preparation as excellent were marketing (100%), business (50%), and education (50%). In only one field were any fair or poor ratings given. The sole respondent enrolled in

humanities at a four-year school rated his or her PVCC academic preparation as fair.

These evaluations are comparable to those of previous graduating classes. As can be seen in Table 29, the percentages of 1987-1988 AA/AS respondents rating their PVCC preparation as excellent was approximately the same as that of 1986-1987 AA/AS respondents (40.6% for 1987-1988 respondents and 40.6% for 1986-1987 respondents), but the percentage of 1987-1988 respondents rating their academic preparation as good was higher (53.1% for 1987-1988 respondents and 43.3% for 1986-1987 respondents). For the first time in a number of years, one 1987-1988 respondent (3.1%) rated his or her academic preparation as poor.

As can be seen in Figure 10, most respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred. Approximately one-quarter felt they were better prepared, and two-thirds felt they were about as well prepared. Less than 10% felt they were less prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30. One respondent (20%) earning the AA degree claimed he or she was better prepared academically than students beginning as freshmen at the four-year schools to which he or she transferred, three (60%) claimed they were about as well prepared, and one (20%) that he or she was less prepared. Twenty-six and one-tenth percent of those earning the AS degree felt they were better prepared, 69.6% felt they were about as well prepared, and 4.3% felt they were less prepared. One-half of the respondents

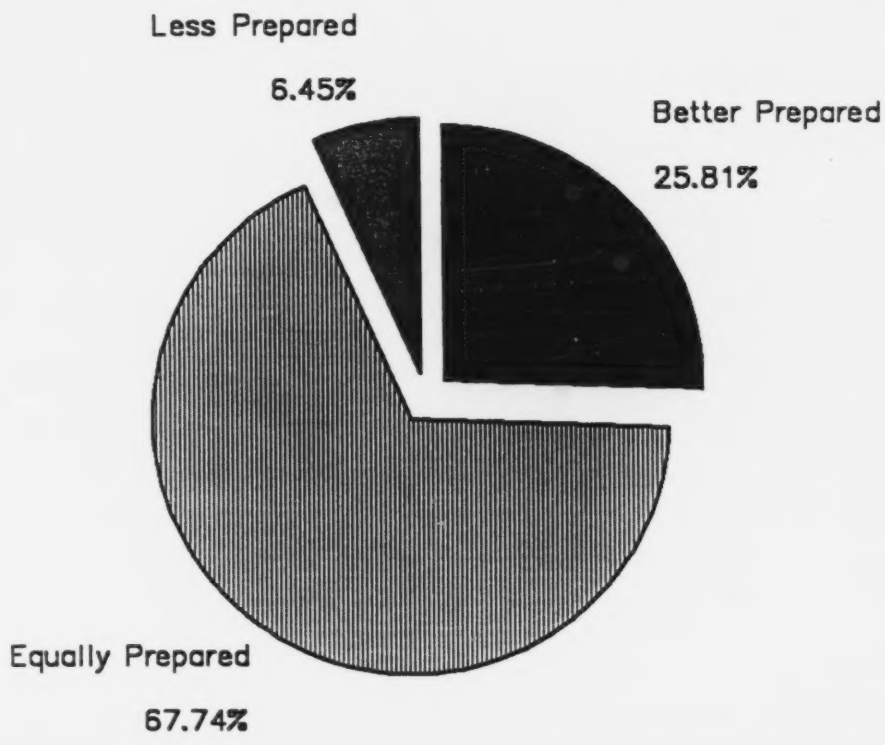

FIGURE 10: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

earning the AAS degree felt better prepared than their counterparts who started as freshmen and one-half felt about as well prepared. The one respondent earning a career studies certificate felt about as well prepared as students who began as freshmen at the four-year school to which he or she transferred.

In the PVCC programs with more than one respondent, the majority of respondents thought they were about as well prepared as students starting as freshmen. The only program in which at least half the respondents felt better prepared was science.

One-half of the science graduates felt better prepared, and one-half felt equally prepared.

These evaluations are presented by four-year institutions in Table 31 and by four-year fields of study in Table 32. The only respondents at two institutions (George Mason University and Longwood College) felt better prepared academically in comparison to students who began as freshmen at these two institutions. With respect to being less prepared, one respondent attending Mary Baldwin College (20%) felt less prepared, as did one respondent attending Virginia Commonwealth University (50%). At the school with the most respondents, the University of Virginia, 25% of the respondents felt better prepared than students beginning as freshmen, and 75% felt about as well prepared.

The only respondents in three four-year fields of study (accounting, biology, and history) felt better prepared academically in comparison to students who began as freshmen at four-year institutions. In all other fields except two, respondents felt either better prepared academically or equally prepared. One respondent in psychology (33.3%) felt less prepared, as did one in pharmacology (50%).

As can be seen in Table 33, a smaller percentage of 1987-1988 respondents than of 1986-1987 respondents receiving the AA or AS degrees considered themselves better prepared than students beginning as freshmen at four-year colleges and universities, and a larger percentage considered themselves equally prepared. Although the percentage of 1987-1988 respondents feeling they were better prepared was the

lowest since that of the class of 1980-1981, the percentage feeling less prepared was the lowest ever. In this respect, the class of 1987-1988 was less polarized than most previous graduating classes, with most respondents feeling about as well prepared for college transfer as students starting as freshmen at the transfer institutions.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, over 50% of all survey respondents felt the quality was the same at both institutions. Slightly under 20% felt PVCC offered better quality instruction, and 25% felt the four-year college offered better quality instruction. These percentages are similar to those of previous graduating classes. The evaluation of quality of instruction by four-year institution are presented in Tables 34 and 35.

With respect to the strictness of grading practices, most of the respondents (60.7%) felt that PVCC had less strict practices than the four-years schools to which the respondents transferred (see Table 36). Thirty-five and seven-tenths percent felt that both schools were about the same, and only 3.6% felt that PVCC had stricter grading practices. All respondents at three institutions--George Mason University, Virginia Commonwealth University, and the Pennsylvania State University--felt PVCC had less strict grading practices.

As can be seen in Table 37, these evaluations are somewhat similar to those of previous PVCC graduating classes. Typically, most respondents receiving the AA or AS degreees feel that PVCC is less strict in its grading practices than the four-year schools to which they transferred. Very few feel that PVCC has stricter grading practices.

With respect to student competitiveness, over half of the graduate survey respondents (57.7%) thought PVCC was less competitive than the four-year school to which they transferred, and most of the other (38.5%) thought both schools were equally competitive. Only one respondent (3.8%) believed PVCC was more competitive. As can be seen in Table 38, all respondents at Virginia Commonwealth University and the Pennsylvania State University felt that students at these schools were more competitive than students at PVCC.

The responses of 1987-1988 PVCC graduate survey respondents earning the AA or AS degree to the question of student competitiveness were similar to those of respondents of previous graduating classes. As can be seen in Table 37, most graduate survey respondents have felt that PVCC students are less competitive than four-year students. Very few have believed that four-year students are less competitive.

While, generally, survey respondents felt that students were less competitive at PVCC than at four-year colleges or universities, they also felt that PVCC faculty and staff were friendlier than faculty and staff at their four-year schools. As can be seen in Table 40, over half of the 1987-1988 graduate survey respondents felt PVCC faculty and staff were friendlier, and only one respondent felt that four-year faculty and staff were friendlier. That one respondent attended James Madison University. Table 41 presents the evaluation of faculty and staff friendliness by the previous nine graduating classes at PVCC.

Over two-thirds (64.3%) of the 1987-1988 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Less than one-third (28.6%) felt individual attention shown to students was the same at both colleges, and 7.1% felt that more individual attention was shown students at their four-year school than at PVCC (see Table 42). The only two respondents feeling that less individual attention is shown at PVCC attended the University of Virginia (8.3%) and Virginia Commonwealth University (50%).

The evaluation by 1987-1988 AA and AS graduate survey respondents with respect to individual student attention was similar to that of previous graduating classes. As can be seen in Table 43, few graduate survey respondents have believed that PVCC shows less individual attention to students than four-year schools.

Most 1987-1988 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and Co-op. Respondents were also provided the opportunity to list other college transfer services.

The majority of respondents rated all services as either excellent or good. Faculty were rated most highly, with 50% of the respondents rating faculty as excellent, 40% rating them as good, and 10% rating them as fair. Academic programs were also evaluated positively. Forty-one and two-tenths percent of the respondents rated their academic programs as excellent, 52.9% rated them as good, and 5.9% rated them as

fair. With respect to student services, 37.5% of the respondents rated these services as excellent, 31.3% rated them as good, 12.5% rated them as fair, and 18.8% rated them as poor. One respondent rated Co-op as good, and one rated it as poor.

CONCLUSIONS

Major findings of this study included:

1. Most 1987-1988 PVCC graduate survey respondents found meaningful and satisfying employment. Slightly over one-half of the respondents were employed in full-time jobs related to their fields of study at PVCC. Nearly 90% were either very satisfied (32.4%) or satisfied (55%) with their current jobs, and approximately 60% planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (18.9%), business manager (14.5%), secretary (12.6%), sales clerk (10.8%), accountant (6.3%), health technician (6.3%), and data entry operator (4.5%).

3. The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was $19,595, and the median, or midpoint, salary was $20,978. The highest salary reported was $48,000 and the lowest $3,115. The distribution of

salaries was fairly normal, though slightly skewed left, with approximately two-thirds of all respondents earning between $10,000 and $25,000. Males earned more than females, and generally, older respondents earned more than younger respondents.

4. Approximately 90% of the survey respondents believed that PVCC provided excellent (34.3%) or good (54.9%) academic preparation for jobs. Only 7.8% believed PVCC provided fair academic preparation, and only 2.9% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (43.9%) or equally (48%) prepared in comparison to other new employees within the same career fields. Only 8.2% felt they were not as well prepared.

6. More 1987-1988 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia than to any other institution. Two other institutions--James Madison University and Mary Baldwin College--enrolled large numbers of survey respondents. The most popular field of study at four-year institutions was business. Six respondents attending four-year schools were enrolled in business programs. Other programs in which more than two respondents enrolled were education (4), psychology (3),

pharmacology (2), and marketing (2).

7. Most 1987-1988 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.190. The lowest GPA reported was 2.000 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.6%) or good (53.1%) academic preparation for transfer. Only one respondent felt that PVCC provided poor preparation. Most respondents also believed they were better (25.8%) or equally (67.7%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that PVCC had less strict grading practices than four-year schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

TABLES

TABLE 1: NUMBER OF 1987-1988 PVCC GRADUATES AND GRADUATE SURVEY RESPONDENTS BY DEMOGRAPHIC CHARACTERISTICS

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	94	37	39.4%
Female	143	92	64.3%
RACE			
White	201	119	59.2%
Black	19	8	42.1%
Indian	1	0	0.0%
Asian	0	2	0.0%
Hispanic	4	0	0.0%
Other	1	0	0.0%
AGE			
Under 18	0	0	0.0%
18-21	10	5	50.0%
22-24	52	26	50.0%
25-34	78	40	51.3%
35-44	54	38	70.4%
45-59	30	18	60.0%
60 & Over	2	2	100.0%
RESIDENCE			
Albemarle	27	17	63.0%
Buckingham	1	0	0.0%
Fluvanna	6	4	66.7%
Greene	10	7	70.0%
Louisa	2	1	50.0%
Nelson	11	3	27.3%
Charlottesville	121	63	52.1%
TOTAL-IN-DISTRICT	178	95	53.4%
Out-of-District	45	33	73.3%
Out-of-State	3	1	33.3%
TOTAL	226	129	57.1%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 2: NUMBER OF 1987-1988 PVCC GRADUATE AWARDS AND GRADUATE SURVEY RESPONDENT AWARDS BY PROGRAM ENROLLMENT AND DEGREE

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	PCT.
Liberal Arts	9	6	66.7%
Fine Arts	1	1	100.0%
A.A. DEGREE	10	7	70.0%
Business Administration	35	22	62.9%
Education	10	5	50.0%
General Studies	26	16	61.5%
Science	5	3	60.0%
A.S. DEGREE	76	46	60.5%
Accounting	3	3	100.0%
Computer Programming	9	7	77.8%
Computer Aided Drafting	3	1	33.3%
Electronics	7	1	14.3%
Management	18	11	61.1%
Marketing	5	4	80.0%
Nursing	42	21	50.0%
Respiratory Therapy	3	2	66.7%
Secretarial Science	7	4	57.1%
A.A.S. DEGREE	97	54	55.7%
Clerical Studies	2	0	0.0%
Electronics Servicing	1	0	0.0%
Career Studies	40	22	55.0%
CERTIFICATE	43	22	51.2%
TOTAL	226	129	57.1%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

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TABLE 3: EMPLOYMENT STATUS OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE AND PROGRAM

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Full Time Home-Maker		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	0	0.0%	0	0.0%	0	0.0%	2	40.0%	0	0.0%	3	60.0%
Fine Arts	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A. DEGREE	0	0.0%	1	16.7%	0	0.0%	2	33.3%	0	0.0%	3	50.0%
Business Administration	6	27.3%	5	22.7%	2	9.1%	3	13.6%	0	0.0%	6	27.3%
Education	0	0.0%	1	16.7%	0	0.0%	2	33.3%	0	0.0%	3	50.0%
General Studies	5	31.3%	4	25.0%	3	18.8%	1	6.3%	0	0.0%	3	18.8%
Science	1	33.3%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
A.S. DEGREE	12	25.5%	11	23.4%	5	10.6%	6	12.8%	0	0.0%	13	27.7%
Accounting	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Computer Programming	2	28.6%	4	57.1%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
Computer Aided Drafting	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management	7	63.6%	4	36.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Marketing	3	75.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	18	85.7%	0	0.0%	3	14.3%	0	0.0%	0	0.0%	0	0.0%
Respiratory Therapy	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Secretarial Science	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Career Studies (total)	15	68.2%	1	4.5%	4	18.2%	1	4.5%	1	4.5%	0	0.0%
Adv Air Conditioning	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Air Conditioning	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Building Maintenance	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Business & Managemt.	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Business & Office	5	71.4%	0	0.0%	0	0.0%	1	14.3%	1	14.3%	0	0.0%
Child Care	2	50.0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Data Processing	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Management (Real E.)	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Medical Records	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Small Engine Repair	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	15	68.2%	1	4.5%	4	18.2%	1	4.5%	1	4.5%	0	0.0%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	1	0.8%	16	12.4%

Note that percentage figures are by row (program).

TABLE 4: EMPLOYMENT STATUS OF PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE

YEAR/DEGREE	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981												
AA/AS	5	12.8%	8	20.5%	3	7.7%	7	17.9%	3	7.7%	13	33.3%
AAS	33	58.9%	13	23.2%	5	8.9%	1	1.8%	4	7.1%	0	0.0%
Diploma/Certificate	8	61.5%	2	15.4%	1	7.7%	0	0.0%	1	7.7%	1	7.7%
TOTAL	46	42.6%	23	21.3%	9	8.3%	8	7.4%	8	7.4%	14	13.0%
1981-1982												
AA/AS	10	19.2%	6	11.5%	1	1.9%	12	23.1%	2	3.8%	21	40.4%
AAS	44	63.8%	12	17.4%	5	7.2%	4	5.8%	2	2.9%	2	2.9%
Diploma/Certificate	10	66.7%	3	20.0%	0	0.0%	0	0.0%	2	13.3%	0	0.0%
TOTAL	64	47.1%	21	15.4%	6	4.4%	16	11.8%	6	4.4%	23	16.9%
1982-1983												
AA/AS	8	18.6%	9	20.9%	1	2.3%	11	25.6%	1	2.3%	13	30.2%
AAS	60	84.5%	4	5.6%	3	4.2%	0	0.0%	2	2.8%	2	2.8%
Diploma/Certificate	5	50.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	1	10.0%
TOTAL	73	58.9%	16	12.9%	5	4.0%	11	8.9%	3	2.4%	16	12.9%
1983-1984	(A follow-up survey was not conducted for the class of 1983-1984)											
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	0.0%	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	0.0%	0	0.0%	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-1988												
AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Diploma/Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%

Note that percentage figures are by row (award).

TABLE 5: EMPLOYMENT STATUS OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	6	85.7%	1	14.3%	0	0.0%	0	0.0%
Artist	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Business Manager	11	68.8%	5	31.3%	0	0.0%	0	0.0%
Child Care Worker	2	50.0%	0	0.0%	2	50.0%	0	0.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Data Entry Operator	1	20.0%	2	40.0%	0	0.0%	2	40.0%
Draftsman	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Educator	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Electronics Worker	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Health Technician	3	42.9%	2	28.6%	2	28.6%	0	0.0%
Laboratory Technician	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Nurse	18	85.7%	0	0.0%	3	14.3%	0	0.0%
Respiratory Technician	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Sales Clerk	4	33.3%	5	41.7%	2	16.7%	1	8.3%
Secretary	9	64.3%	1	7.1%	1	7.1%	3	21.4%
Systems Analyst	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Typist	1	100.0%	0	0.0%	0	0.0%	0	0.0%
OTHER	3	50.0%	1	16.7%	0	0.0%	2	33.3%
TOTAL	67	60.4%	22	19.8%	13	11.7%	9	8.1%

Note that percentage figures are by row (job category).

TABLE 6: WHEN CURRENT JOBS WERE OBTAINED BY PVCC GRADUATE SURVEY RESPONDENTS

YEAR/DEGREE	Before attending PVCC No.	Before attending PVCC Pct.	While attending PVCC No.	While attending PVCC Pct.	After attending PVCC No.	After attending PVCC Pct.
1980-1981						
(AAS only)	17	34.0%	8	16.0%	25	50.0%
1981-1982						
(AAS only)	11	16.9%	14	21.5%	40	61.5%
1982-1983						
(AAS only)	16	22.2%	17	23.6%	39	54.2%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	0.0%
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-1988						
AA/AS	17	45.9%	12	32.4%	8	21.6%
AAS	10	18.9%	17	32.1%	26	49.1%
Diploma/Certificate	12	63.2%	3	15.8%	4	21.1%
TOTAL	39	35.8%	32	29.4%	38	34.9%

Note that percentage figures are by row (award).

TABLE 7: SATISFACTION OF PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

YEAR/DEGREE	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
1980-1981								
AA/AS			(not available)					
AAS	14	32.6%	28	65.1%	1	2.3%	0	0.0%
Diploma/Certificate	2	20.0%	7	70.0%	1	10.0%	0	0.0%
TOTAL	16	30.2%	35	66.0%	2	3.8%	0	0.0%
1981-1982								
AA/AS			(not available)					
AAS	14	21.5%	42	64.6%	9	13.8%	0	0.0%
Diploma/Certificate	2	16.7%	9	75.0%	1	8.3%	0	0.0%
TOTAL	16	20.8%	51	66.2%	10	13.0%	0	0.0%
1982-1983								
AA/AS			(not available)					
AAS	21	31.3%	39	58.2%	7	10.4%	0	0.0%
Diploma/Certificate	1	12.5%	6	75.0%	1	12.5%	0	0.0%
TOTAL	22	29.3%	45	60.0%	8	10.7%	0	0.0%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	0.0%
AAS	16	26.7%	38	63.3%	6	10.0%	0	0.0%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988								
AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
Diploma/Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%

Note that percentage figures are by row (award).

TABLE 8: JOB SATISFACTION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	Very Satisfied No.	Very Satisfied Pct.	Satisfied No.	Satisfied Pct.	Not Very Satisfied No.	Not Very Satisfied Pct.	Dissatisfied No.	Dissatisfied Pct.
Accountant	1	14.3%	6	85.7%	0	0.0%	0	0.0%
Artist	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Manager	6	37.5%	8	50.0%	2	12.5%	0	0.0%
Child Care Worker	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Data Entry Operator	0	0.0%	3	60.0%	2	40.0%	0	0.0%
Draftsman	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Educator	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Electronics Worker	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Health Technician	1	14.3%	5	71.4%	1	14.3%	0	0.0%
Laboratory Technician	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Nurse	8	38.1%	11	52.4%	1	4.8%	1	4.8%
Respiratory Technician	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Sales Clerk	3	25.0%	8	66.7%	0	0.0%	1	8.3%
Secretary	3	21.4%	10	71.4%	0	0.0%	1	7.1%
Systems Analyst	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Typist	1	100.0%	0	0.0%	0	0.0%	0	0.0%
OTHER	3	50.0%	1	16.7%	2	33.3%	0	0.0%
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%

Note that percentage figures are by row (job category).

TABLE 9: INTENTION OF PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS

YEAR/DEGREE	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
1980-1981						
AA/AS			(not available)			
AAS	35	68.6%	4	7.8%	12	23.5%
Diploma/Certificate	7	70.0%	0	0.0%	3	30.0%
TOTAL	42	68.9%	4	6.6%	15	24.6%
1981-1982						
AA/AS			(not available)			
AAS	43	66.2%	11	16.9%	11	16.9%
Diploma/Certificate	8	66.7%	1	8.3%	3	25.0%
TOTAL	51	66.2%	12	15.6%	14	18.2%
1982-1983						
AA/AS			(not available)			
AAS	47	69.1%	11	16.2%	10	14.7%
Diploma/Certificate	4	50.0%	1	12.5%	3	37.5%
TOTAL	51	67.1%	12	15.8%	13	17.1%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	13	61.9%	6	28.6%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	--	--
AAS	50	84.7%	9	15.3%	--	--
Diploma/Certificate	21	84.0%	4	16.0%	--	--
TOTAL	81	77.9%	23	22.1%	--	--
1986-1987						
AA/AS	10	35.7%	18	64.3%	--	--
AAS	39	69.6%	17	30.4%	--	--
Diploma/Certificate	18	72.0%	7	28.0%	--	--
TOTAL	67	61.5%	42	38.5%	--	--
1987-1988						
AA/AS	12	41.4%	17	58.6%	0	0.0%
AAS	26	63.4%	15	36.6%	0	0.0%
Diploma/Certificate	14	82.4%	3	17.6%	1	5.9%
TOTAL	52	59.8%	35	40.2%	1	1.1%

Note that percentage figures are by row (award).

TABLE 10: INTENTION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS BY JOB CATEGORY

JOB CATEGORY	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
Accountant	6	100.0%	0	0.0%	0	0.0%
Artist	1	100.0%	0	0.0%	0	0.0%
Business Manager	10	71.4%	4	28.6%	0	0.0%
Child Care Worker	2	66.7%	1	33.3%	1	33.3%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%
Construction Worker	0	0.0%	1	100.0%	0	0.0%
Data Entry Operator	1	33.3%	2	66.7%	0	0.0%
Draftsman	0	0.0%	1	100.0%	0	0.0%
Educator	0	0.0%	1	100.0%	0	0.0%
Electronics Worker	2	66.7%	1	33.3%	0	0.0%
Health Technician	1	25.0%	3	75.0%	0	0.0%
Laboratory Technician	0	0.0%	2	100.0%	0	0.0%
Nurse	13	86.7%	2	13.3%	0	0.0%
Respiratory Technician	1	50.0%	1	50.0%	0	0.0%
Sales Clerk	4	40.0%	6	60.0%	0	0.0%
Secretary	7	70.0%	3	30.0%	0	0.0%
Systems Analyst	2	66.7%	1	33.3%	0	0.0%
Typist	0	0.0%	1	100.0%	0	0.0%
OTHER	2	40.0%	3	60.0%	0	0.0%
TOTAL	52	60.5%	34	39.5%	1	1.1%

Note that percentage figures are by row (job category).

TABLE 11: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY ACADEMIC PROGRAM

PROGRAM	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Liberal Arts	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Fine Arts	0	0.0%	1	100.0%	0	0.0%	0	0.0%
A.A. DEGREE	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Business Administration	2	13.3%	12	80.0%	1	6.7%	0	0.0%
Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
General Studies	5	41.7%	5	41.7%	1	8.3%	1	8.3%
Science	2	100.0%	0	0.0%	0	0.0%	0	0.0%
A.S. DEGREE	9	30.0%	18	60.0%	2	6.7%	1	3.3%
Accounting	1	50.0%	1	0.0%	0	0.0%	0	0.0%
Computer Programming	2	33.3%	3	50.0%	0	0.0%	1	16.7%
Computer Aided Drafting	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Management	3	30.0%	5	50.0%	2	20.0%	0	0.0%
Marketing	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Nursing	6	28.6%	12	57.1%	2	9.5%	1	4.8%
Respiratory Therapy	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Secretarial Science	2	50.0%	2	50.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Career Studies (total)	9	50.0%	8	44.4%	1	5.6%	0	0.0%
Adv Air Conditioning	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Air Conditioning	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Building Maintenance	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business & Managemt.	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business & Office	3	50.0%	2	33.3%	1	16.7%	0	0.0%
Child Care	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Management (Real E.)	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Medical Records	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%

Note that percentage figures are by row (program).

TABLE 12: EVALUATION BY PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION BY PVCC FOR EMPLOYMENT

YEAR/DEGREE	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
1980-1981								
AA/AS			(not available)					
AAS	20	41.7%	17	35.4%	11	22.9%	0	0.0%
Diploma/Certificate	2	25.0%	3	37.5%	3	37.5%	0	0.0%
TOTAL	22	39.3%	20	35.7%	14	25.0%	0	0.0%
1981-1982								
AA/AS			(not available)					
AAS	20	36.4%	23	41.8%	11	20.0%	1	1.8%
Diploma/Certificate	2	20.0%	5	50.0%	3	30.0%	0	0.0%
TOTAL	22	33.8%	28	43.1%	14	21.5%	1	1.5%
1982-1983								
AA/AS			(not available)					
AAS	18	27.3%	31	47.0%	16	24.2%	1	1.5%
Diploma/Certificate	0	0.0%	4	66.7%	2	33.3%	0	0.0%
TOTAL	18	25.0%	35	48.6%	18	25.0%	1	1.4%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-1988								
AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Diploma/Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%

Note that percentage figures are by row (award).

TABLE 13: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY EMPLOYMENT STATUS AND JOB SATISFACTION

CATEGORY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
EMPLOYMENT STATUS								
Full-Time, Related	24	37.5%	37	57.8%	2	3.1%	1	1.6%
Full-Time, Unrelated	7	53.8%	4	30.8%	2	15.4%	0	0.0%
Part-Time, Related	3	15.0%	13	65.0%	2	10.0%	2	10.0%
Part-Time, Unrelated	1	20.0%	2	40.0%	2	40.0%	0	0.0%
JOB SATISFACTION								
Very Satisfied	18	51.4%	17	48.6%	0	0.0%	0	0.0%
Satisfied	15	27.8%	35	64.8%	4	7.4%	0	0.0%
Not Very Satisfied	1	9.1%	4	36.4%	4	36.4%	2	18.2%
Dissatisfied	1	50.0%	0	0.0%	0	0.0%	1	50.0%

Note that percentage figures are by row (category).

TABLE 14: ACADEMIC PREPARATION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY ACADEMIC PROGRAM

PROGRAM	Better Prepared No.	Better Prepared Pct.	About As Well Prepared No.	About As Well Prepared Pct.	Not As Well Prepared No.	Not As Well Prepared Pct.
Liberal Arts	1	50.0%	1	50.0%	0	0.0%
Fine Arts	0	0.0%	1	100.0%	0	0.0%
A.A. DEGREE	1	33.3%	2	66.7%	0	0.0%
Business Administration	8	57.1%	5	35.7%	1	7.1%
Education	1	100.0%	0	0.0%	0	0.0%
General Studies	7	63.6%	3	27.3%	1	9.1%
Science	1	100.0%	0	0.0%	0	0.0%
A.S. DEGREE	17	63.0%	8	29.6%	2	7.4%
Accounting	1	33.3%	2	66.7%	0	0.0%
Computer Programming	2	33.3%	4	66.7%	0	0.0%
Computer Aided Drafting	0	0.0%	0	0.0%	1	100.0%
Electronics	0	0.0%	1	100.0%	0	0.0%
Management	3	30.0%	6	60.0%	1	10.0%
Marketing	2	40.0%	2	40.0%	1	20.0%
Nursing	7	33.3%	12	57.1%	2	9.5%
Respiratory Therapy	1	50.0%	1	50.0%	0	0.0%
Secretarial Science	2	50.0%	2	50.0%	0	0.0%
A.A.S. DEGREE	18	34.0%	30	56.6%	5	9.4%
Career Studies (total)	7	46.7%	7	46.7%	1	6.7%
Adv Air Conditioning	1	50.0%	1	50.0%	0	0.0%
Air Conditioning	0	0.0%	1	100.0%	0	0.0%
Building Maintenance	0	0.0%	1	100.0%	0	0.0%
Business & Managemt.	0	0.0%	1	50.0%	1	50.0%
Business & Office	1	50.0%	1	50.0%	0	0.0%
Child Care	3	75.0%	1	25.0%	0	0.0%
Data Processing	0	0.0%	1	100.0%	0	0.0%
Medical Records	1	100.0%	0	0.0%	0	0.0%
Small Engine Repair	1	100.0%	0	0.0%	0	0.0%
CERTIFICATE	7	46.7%	7	46.7%	1	6.7%
TOTAL	43	43.9%	47	48.0%	8	8.2%

Note that percentage figures are by row (program).

TABLE 15: ACADEMIC PREPARATION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY JOB CATEGORY

JOB CATEGORY	Better Prepared		About As Well Prepared		Not As Well Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	2	28.6%	5	71.4%	0	0.0%
Business Manager	5	35.7%	8	57.1%	1	7.1%
Child Care Worker	3	75.0%	1	25.0%	0	0.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%
Construction Worker	1	50.0%	1	50.0%	0	0.0%
Data Entry Operator	1	33.3%	2	66.7%	0	0.0%
Draftsman	0	0.0%	0	0.0%	1	100.0%
Educator	1	100.0%	0	0.0%	0	0.0%
Electronics Worker	1	33.3%	2	66.7%	0	0.0%
Health Technician	4	66.7%	2	33.3%	0	0.0%
Laboratory Technician	1	50.0%	0	0.0%	1	50.0%
Nurse	7	33.3%	12	57.1%	2	9.5%
Respiratory Technician	1	50.0%	1	50.0%	0	0.0%
Sales Clerk	4	40.0%	5	50.0%	1	10.0%
Secretary	6	54.5%	4	36.4%	1	9.1%
Systems Analyst	1	33.3%	2	66.7%	0	0.0%
Typist	0	0.0%	1	100.0%	0	0.0%
OTHER	4	80.0%	1	20.0%	0	0.0%
TOTAL	43	44.3%	47	48.5%	7	7.2%

Note that percentage figures are by row (job category).

TABLE 16: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF CAREER ASSISTANCE SERVICES AT THE COLLEGE

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	1	3.1%	15	46.9%	12	37.5%	4	12.5%
Academic Program	18	27.7%	40	61.5%	5	7.7%	2	3.1%
Faculty	28	41.8%	34	50.7%	5	7.5%	0	0.0%
Co-operative Education	19	52.8%	14	38.9%	1	2.8%	2	5.6%
OTHER	1	100.0%	0	0.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (service).

TABLE 17: SALARIES OF 1987-1988 PVCC GRADUATES SURVEY RESPONDENTS BY ACADEMIC DEGREE AND PROGRAM

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Liberal Arts	1	$7,665	$7,665	$7,665	$7,665
Fine Arts	1	$10,200	$10,200	$10,200	$10,200
A.A. DEGREE	0	$8,933	$8,933	$7,665	$10,200
Business Administration	13	$19,022	$21,180	$3,115	$35,000
Education	2	$7,350	$7,350	$5,200	$9,500
General Studies	8	$18,284	$19,157	$7,500	$28,000
Science	1	$36,000	$36,000	$36,000	$36,000
A.S. DEGREE	24	$20,164	$20,400	$3,115	$36,000
Accounting	3	$13,992	$14,000	$10,000	$17,975
Computer Programming	7	$16,202	$16,200	$5,300	$25,929
Computer Aided Drafting	1	$20,956	$20,956	$20,956	$20,956
Electronics	1	$19,000	$19,000	$19,000	$19,000
Management	9	$20,278	$21,000	$10,560	$32,500
Marketing	3	$19,108	$22,100	$13,000	$22,224
Nursing	19	$23,540	$23,500	$12,000	$27,863
Respiratory Therapy	2	$22,250	$22,250	$17,500	$27,000
Secretarial Science	3	$13,711	$13,000	$9,126	$19,008
A.A.S. DEGREE	48	$18,782	$21,270	$5,300	$32,500
Career Studies (total)	16	$24,935	$19,750	$4,000	$48,000
Adv Air Conditioning	2	$22,250	$22,250	$19,500	$25,000
Air Conditioning	2	$21,400	$21,400	$20,800	$22,000
Building Maintenance	1	$35,000	$35,000	$35,000	$35,000
Business & Managemt.	1	$40,000	$40,000	$40,000	$40,000
Business & Office	4	$14,738	$17,476	$4,000	$20,000
Child Care	3	$10,528	$12,000	$7,000	$12,584
Data Processing	1	$48,000	$48,000	$48,000	$48,000
Medical Records	1	$21,500	$21,500	$21,500	$21,500
Small Engine Repair	1	$11,000	$11,000	$11,000	$11,000
CERTIFICATE	16	$24,935	$19,750	$4,000	$48,000
TOTAL	88	$20,499	$19,504	$3,115	$48,000

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

TABLE 18: SALARIES OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	6	$19,491	$20,590	$10,000	$27,000
Business Manager	15	$24,744	$21,000	$10,560	$48,000
Child Care Worker	3	$10,528	$12,000	$7,000	$12,584
Computer Programmer	1	$18,962	$18,962	$18,962	$18,962
Construction Worker	2	$14,250	$14,250	$13,500	$15,000
Data Entry Operator	5	$10,525	$9,126	$4,000	$24,000
Draftsman	1	$20,956	$20,956	$20,956	$20,956
Educator	1	$3,115	$3,115	$3,115	$3,115
Electronics Worker	4	$28,750	$30,000	$19,000	$36,000
Health Technician	5	$21,771	$21,500	$16,096	$28,000
Laboratory Technician	2	$11,600	$11,600	$8,200	$15,000
Nurse	19	$23,540	$23,500	$12,000	$27,863
Respiratory Technician	2	$22,250	$22,250	$17,500	$27,000
Sales Clerk	8	$16,528	$17,350	$5,200	$22,224
Secretary	8	$15,160	$18,084	$7,500	$20,000
Systems Analyst	3	$24,730	$25,929	$22,260	$26,000
OTHER	5	$10,632	$9,500	$4,161	$20,000
TOTAL	90	$19,595	$20,978	$3,115	$48,000

TABLE 19: SALARIES OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY EMPLOYMENT STATUS AND JOB SATISFACTION

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	59	$21,792	$22,000	$9,126	$40,000
Full-Time, Unrelated	7	$12,825	$12,000	$3,115	$24,960
Part-Time, Related	17	$20,452	$16,200	$9,500	$48,000
Part-Time, Unrelated	7	$5,761	$5,300	$4,000	$7,665
JOB SATISFACTION					
Very Satisfied	30	$21,979	$22,767	$7,000	$40,000
Satisfied	48	$19,167	$20,400	$3,115	$48,000
Not Very Satisfied	10	$15,312	$14,250	$4,000	$27,000
Dissatisfied	2	$15,500	$15,500	$7,500	$23,500

TABLE 20: SALARIES OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY SEX, RACE, AND AGE

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	29	$21,768	$22,100	$4,161	$48,000
Female	61	$18,561	$20,000	$3,115	$40,000
RACE					
White	82	$19,682	$20,978	$3,115	$48,000
Black	8	$18,695	$18,548	$9,126	$27,863
Other	0	--	--	--	--
AGE					
Under 18	0	--	--	--	--
18-22	22	$13,436	$13,000	$4,161	$22,500
22-25	12	$14,793	$15,548	$5,200	$23,500
25-35	25	$21,699	$22,100	$3,115	$40,000
35-45	30	$23,719	$24,134	$5,300	$48,000
45-60	10	$18,166	$19,428	$7,000	$35,000
60 & Over	1	$7,000	$7,000	$7,000	$7,000

TABLE 21: FIELDS OF STUDY AT FOUR-YEAR COLLEGES OR UNIVERSITIES OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS

FIELD OF STUDY	Mary Baldwin	UVa	JMU	GMU	VCU (MCV)	Longwood	Penn State	TOTAL
Accounting	0	1	0	0	0	0	0	1
Art	1	1	0	0	0	0	0	2
Biology	0	0	0	1	0	0	0	1
Business	2	0	1	0	0	1	0	4
Communications	0	0	1	0	0	0	0	1
Computer Programming	0	0	1	0	0	0	0	1
Computer Science	0	0	1	0	0	0	0	1
Economics	0	0	0	0	0	0	0	0
Education	0	1	3	0	0	0	0	4
English	0	1	0	0	0	0	0	1
Finance	0	0	1	0	0	0	0	1
History	0	1	0	0	0	0	0	1
Humanities	0	0	0	0	0	0	1	1
Management	0	1	0	0	0	0	0	1
Marketing	1	1	0	0	0	0	0	2
Nursing	0	1	0	0	0	0	0	1
Nutrition	0	0	1	0	0	0	0	1
Pharmacology	0	0	0	0	2	0	0	2
Pre-Medicine	0	1	0	0	0	0	0	1
Psychology	1	2	0	0	0	0	0	3
Sociology	1	0	0	0	0	0	0	1
Sports Management	0	1	0	0	0	0	0	1
TOTAL	6	12	9	1	2	1	1	32

TABLE 22: AVERAGE GPA'S OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
Mary Baldwin	6	3.864	3.370	3.500
University of Virginia	12	3.267	2.500	4.000
James Madison	9	2.831	2.000	3.400
George Mason	1	3.500	3.500	3.500
Virginia Commonwealth MCV	2	2.750	2.500	3.000
Longwood	1	3.330	3.330	3.330
Penn State University	1	3.850	3.850	3.850
TOTAL	32	3.190	2.000	4.000

TABLE 23: AVERAGE GPA'S OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES OR UNIVERSITIES BY FOUR-YEAR FIELD OF STUDY

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	1	3.800	3.800	3.800
Art	1	3.200	3.200	3.200
Biology	1	3.500	3.500	3.500
Business	6	3.172	2.500	4.000
Communication	1	2.000	2.000	2.000
Computer Science	1	2.650	2.650	2.650
Economics	1	2.500	2.500	2.500
Education	4	3.068	2.700	3.400
History	1	3.890	3.890	3.890
Humanities	1	3.850	3.850	3.850
Marketing	2	2.995	2.620	3.370
Nursing	1	4.000	4.000	4.000
Nutrition	1	3.400	3.400	3.400
Pharmacology	2	2.750	2.500	3.000
Pre-Medicine	1	3.700	3.700	3.700
Psychology	3	3.267	2.500	3.700
Sociology	1	3.750	3.750	3.750
Sports Management	1	2.860	2.860	2.860
TOTAL	30	3.190	2.000	4.000

TABLE 24: AVERAGE GPA'S OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES BY SEX, RACE, AND AGE

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	10	2.708	2.000	3.890
Female	23	3.365	2.500	4.000
RACE				
White	32	3.208	2.000	4.000
Black	0	--	--	--
Other	1	2.650	2.650	2.650
AGE				
Under 18	0	--	--	--
18-22	12	2.835	2.000	3.700
22-25	6	3.110	2.650	3.700
25-35	9	3.634	2.860	4.000
35-45	6	3.573	3.000	4.000
45-60	3	2.950	2.500	3.400
60 & Over	0	--	--	--

TABLE 25: FIELDS OF STUDY AT TWO-YEAR AND SPECIALIZED INSTITUTIONS OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS

FIELD OF STUDY	PVCC	Northern VA Comm College	Germanna Comm College	Ins. Inst. of America	TOTAL
Building Maintenance	1	0	0	0	1
Business	2	0	1	0	3
CPCU Designation	0	0	0	1	0
Education	1	0	0	0	1
Engineering	1	0	0	0	1
Medical Record Technology	0	1	0	0	1
TOTAL	5	1	1	1	7

TABLE 26: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY ACADEMIC PROGRAM

PROGRAM	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Liberal Arts	3	60.0%	2	40.0%	0	0.0%	0	0.0%
A.A. DEGREE	3	60.0%	2	40.0%	0	0.0%	0	0.0%
Business Administration	6	54.5%	5	45.5%	0	0.0%	0	0.0%
Education	2	40.0%	3	60.0%	0	0.0%	0	0.0%
General Studies	0	0.0%	4	80.0%	0	0.0%	1	20.0%
Science	0	0.0%	2	100.0%	0	0.0%	0	0.0%
A.S. DEGREE	8	34.8%	14	60.9%	0	0.0%	1	4.3%
Management	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Career Studies	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Business and Office	0	0.0%	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TOTAL	13	40.6%	17	53.1%	1	3.1%	1	3.1%

Note that percentage figures are by row (program).

TABLE 27: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR COLLEGE OR UNIVERSITY

COLLEGE OR UNIVERSITY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Mary Baldwin College	5	83.3%	1	16.7%	0	0.0%	0	0.0%
University of Virginia	5	41.7%	7	58.3%	0	0.0%	0	0.0%
James Madison	3	37.5%	5	62.5%	0	0.0%	0	0.0%
George Mason	0	0.0%	1	0.0%	0	0.0%	0	0.0%
Virginia Commonwealth MCV	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Longwood	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Penn State University	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TOTAL	13	41.9%	16	51.6%	1	3.2%	1	3.2%

Note that percentage figures are by row (college or university).

TABLE 28: EVALUATION OF 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR FIELD OF STUDY

FIELD OF STUDY	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Accounting	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Art	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Biology	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business	3	50.0%	3	50.0%	0	0.0%	0	0.0%
Communication	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Economics	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Education	2	50.0%	2	50.0%	0	0.0%	0	0.0%
English	1	100.0%	0	0.0%	0	0.0%	0	0.0%
History	0	0.0%	1	0.0%	0	0.0%	0	0.0%
Humanities	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Marketing	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Nutrition	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Pharmacology	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Pre-Medicine	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Psychology	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Sociology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Sports Management	0	0.0%	1	100.0%	0	0.0%	0	0.0%
TOTAL	13	41.9%	17	54.8%	1	3.2%	0	0.0%

Note that percentage figures are by row (field of study).

TABLE 29: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER

YEAR	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
1979-1980	6	35.3%	9	52.9%	2	11.8%	0	0.0%
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	0.0%
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	0.0%
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	0.0%
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%

Note that percentage figures are by row (year).

TABLE 30: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC BY ACADEMIC PROGRAM FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

PROGRAM	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Liberal Arts	1	20.0%	3	60.0%	1	20.0%
A.A. DEGREE	1	20.0%	3	60.0%	1	20.0%
Business Administration	2	18.2%	9	81.8%	0	0.0%
Education	1	20.0%	4	80.0%	0	0.0%
General Studies	2	40.0%	2	40.0%	1	20.0%
Science	1	50.0%	1	50.0%	0	0.0%
A.S. DEGREE	6	26.1%	16	69.6%	1	4.3%
Marketing	1	100.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%
A.A.S. DEGREE	1	50.0%	1	50.0%	0	0.0%
Career Studies	0	0.0%	1	100.0%	0	0.0%
Business and Office	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	0	0.0%	1	100.0%	0	0.0%
TOTAL	8	25.8%	21	67.7%	2	6.5%

Note that percentage figures are by row (program).

TABLE 31: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR INSTITUTION OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

COLLEGE OR UNIVERSITY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Mary Baldwin College	3	60.0%	1	20.0%	1	20.0%
University of Virginia	3	25.0%	9	75.0%	0	0.0%
James Madison	0	0.0%	8	100.0%	0	0.0%
George Mason	1	100.0%	0	0.0%	0	0.0%
Virginia Commonwealth MCV	0	0.0%	1	50.0%	1	50.0%
Longwood	1	100.0%	0	0.0%	0	0.0%
Penn State University	0	0.0%	1	100.0%	0	0.0%
TOTAL	8	26.7%	20	66.7%	2	6.7%

Note that percentage figures are by row (college or university).

TABLE 32: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR FIELD OF STUDY OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

FIELD OF STUDY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Accounting	1	100.0%	0	0.0%	0	0.0%
Art	1	50.0%	1	50.0%	0	0.0%
Biology	1	100.0%	0	0.0%	0	0.0%
Business	2	40.0%	3	60.0%	0	0.0%
Communication	0	0.0%	1	100.0%	0	0.0%
Computer Science	0	0.0%	1	100.0%	0	0.0%
Economics	0	0.0%	1	100.0%	0	0.0%
Education	0	0.0%	4	100.0%	0	0.0%
English	0	0.0%	1	100.0%	0	0.0%
History	1	100.0%	0	0.0%	0	0.0%
Humanities	0	0.0%	1	100.0%	0	0.0%
Marketing	1	50.0%	1	50.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%
Nutrition	0	0.0%	1	100.0%	0	0.0%
Pharmacology	0	0.0%	1	50.0%	1	50.0%
Pre-Medicine	0	0.0%	1	100.0%	0	0.0%
Psychology	1	33.3%	1	33.3%	1	33.3%
Sociology	0	0.0%	1	100.0%	0	0.0%
Sports Management	0	0.0%	1	100.0%	0	0.0%
TOTAL	8	25.8%	21	67.7%	2	6.5%

Note that percentage figures are by row (field of study).

TABLE 33: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

YEAR	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
1979-1980	4	22.2%	11	61.1%	3	16.7%
1980-1981	4	16.7%	17	70.8%	3	12.5%
1981-1982	8	28.6%	14	50.0%	6	21.4%
1982-1983	10	32.3%	15	48.4%	6	19.4%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%

Note that percentage figures are by row (year).

TABLE 34: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC better quality No.	Pct.	Both colleges the same No.	Pct.	PVCC less quality No.	Pct.
Mary Baldwin College	1	33.3%	2	66.7%	0	0.0%
University of Virginia	3	25.0%	6	50.0%	3	25.0%
James Madison	1	12.5%	6	75.0%	1	12.5%
George Mason	0	0.0%	1	100.0%	0	0.0%
Virginia Commonwealth MCV	0	0.0%	0	0.0%	2	100.0%
Longwood	0	0.0%	1	100.0%	0	0.0%
Penn State University	0	0.0%	0	0.0%	1	100.0%
TOTAL	5	17.9%	16	57.1%	7	25.0%

Note that percentage figures are by row (college or university).

TABLE 35: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	6	33.3%	8	44.4%	4	22.2%
1980-1981	2	8.7%	17	73.9%	4	17.4%
1981-1982	5	18.5%	14	51.9%	8	29.6%
1982-1983	10	31.3%	16	50.0%	6	18.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%

Note that percentage figures are by row (year).

TABLE 36: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	0	0.0%	1	33.3%	2	66.7%
University of Virginia	1	8.3%	2	16.7%	9	75.0%
James Madison	0	0.0%	6	75.0%	2	25.0%
George Mason	0	0.0%	0	0.0%	1	100.0%
Virginia Commonwealth MCV	0	0.0%	0	0.0%	2	100.0%
Longwood	0	0.0%	1	100.0%	0	0.0%
Penn State University	0	0.0%	0	0.0%	1	100.0%
TOTAL	1	3.6%	10	35.7%	17	60.7%

Note that percentage figures are by row (college or university).

TABLE 37: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC stricter No.	PVCC stricter Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less strict No.	PVCC less strict Pct.
1979-1980	1	5.6%	7	38.9%	10	55.6%
1980-1981	0	0.0%	8	36.4%	14	63.6%
1981-1982	0	0.0%	13	46.4%	15	53.6%
1982-1983	2	6.1%	21	63.6%	10	30.3%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%

Note that percentage figures are by row (year).

TABLE 38: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC more competitive No.	PVCC more competitive Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less competitive No.	PVCC less competitive Pct.
Mary Baldwin College	0	0.0%	2	100.0%	0	0.0%
University of Virginia	1	9.1%	2	18.2%	8	72.7%
James Madison	0	0.0%	4	50.0%	4	50.0%
George Mason	0	0.0%	1	100.0%	0	0.0%
Virginia Commonwealth MCV	0	0.0%	0	0.0%	2	100.0%
Longwood	0	0.0%	1	100.0%	0	0.0%
Penn State University	0	0.0%	0	0.0%	1	100.0%
TOTAL	1	3.8%	10	38.5%	15	57.7%

Note that percentage figures are by row (college or university).

TABLE 39: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	0	0.0%	5	27.8%	13	72.2%
1980-1981	0	0.0%	4	20.0%	16	80.0%
1981-1982	3	11.1%	7	25.9%	17	63.0%
1982-1983	0	0.0%	10	31.3%	22	68.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%

Note that percentage figures are by row (year).

TABLE 40: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
Mary Baldwin College	0	0.0%	3	100.0%	0	0.0%
University of Virginia	8	66.7%	4	33.3%	0	0.0%
James Madison	4	50.0%	3	37.5%	1	12.5%
George Mason	1	100.0%	0	0.0%	0	0.0%
Virginia Commonwealth MCV	1	50.0%	1	50.0%	0	0.0%
Longwood	1	100.0%	0	0.0%	0	0.0%
Penn State University	0	0.0%	1	100.0%	0	0.0%
TOTAL	15	53.6%	12	42.9%	1	3.6%

Note that percentage figures are by row (college or university).

TABLE 41: EVALUATION BY AA/AS PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC more friendly No.	Pct.	Both colleges the same No.	Pct.	PVCC less friendly No.	Pct.
1979-1980	8	47.1%	9	52.9%	0	0.0%
1980-1981	15	65.2%	6	26.1%	2	8.7%
1981-1982	14	50.0%	11	39.3%	3	10.7%
1982-1983	22	68.8%	10	31.3%	0	0.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	10	45.5%	12	54.5%	0	0.0%
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%

Note that percentage figures are by row (year).

TABLE 42: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
Mary Baldwin College	1	33.3%	2	66.7%	0	0.0%
University of Virginia	10	83.3%	1	8.3%	1	8.3%
James Madison	5	62.5%	3	37.5%	0	0.0%
George Mason	1	100.0%	0	0.0%	0	0.0%
Virginia Commonwealth MCV	1	50.0%	0	0.0%	1	50.0%
Longwood	0	0.0%	1	100.0%	0	0.0%
Penn State University	0	0.0%	1	100.0%	0	0.0%
TOTAL	18	64.3%	8	28.6%	2	7.1%

Note that percentage figures are by row (college or university).

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TABLE 43: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
1979-1980	14	77.8%	3	16.7%	1	5.6%
1980-1981	16	69.6%	3	13.0%	4	17.4%
1981-1982	18	64.3%	8	28.6%	2	7.1%
1982-1983	22	66.7%	10	30.3%	1	3.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%

Note that percentage figures are by row (year).

TABLE 44: EVALUATION BY 1987-1988 PVCC GRADUATE SURVEY RESPONDENTS OF COLLEGE TRANSFER ASSISTANCE SERVICES AT THE COLLEGE

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	6	37.5%	5	31.3%	2	12.5%	3	18.8%
Academic Program	7	41.2%	9	52.9%	1	5.9%	0	0.0%
Faculty	10	50.0%	8	40.0%	2	10.0%	0	0.0%
Co-operative Education	0	0.0%	1	50.0%	0	0.0%	1	50.0%
OTHER	2	66.7%	0	0.0%	0	0.0%	1	33.3%

Note that percentage figures are by row (service).

APPENDIX A

GRADUATE SURVEY

Piedmont Virginia Community College
Graduate Survey Form

Name: _____

Address: _____

_____

Telephone #: _____ Social Security Number: _____

Instructions: Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. Employment:

1. Currently I am:

_____ Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Serving in the military full-time.
_____ Serving as a homemaker full-time.
_____ Unemployed (seeking employment).
_____ Unemployed (NOT seeking employment).

If you checked one of these, skip ahead to section II.

2. My job is:

_____ Artist
_____ Computer programmer
_____ Data Entry Operator
_____ Systems Analyst
_____ Business Manager
_____ Sales Clerk
_____ Secretary
_____ Typist
_____ Electrician
_____ Electronics Worker
_____ Child Care Worker
_____ Law Enforcement Official
_____ Draftsman
_____ Draftsman (computer-aided)
_____ Health Technician
_____ Respiratory Technician
_____ Nurse
_____ Accountant
_____ Educator
_____ Drama/Theatre worker
_____ Musician
_____ Laboratory Technician
_____ Engineer Technician
_____ Journalist
_____ Construction worker
_____ OTHER (please list)
_____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey? _____ Yes _____ No. (if yes, please complete the attached form).

6. My annual salary is _____ (based on approx. _____ hrs./week).

7. My job is

_____ Very satisfying (a superior job)
_____ Satisfying (a good job)
_____ Not very satisfying (a fair job)
_____ Unsatisfying (a poor job).

8. I intend to pursue this job as a long-range career: _____ Yes _____ No _____ Undecided

9. I obtained this job:

_____ Before attending PVCC
_____ While attending PVCC
_____ After graduating from PVCC.

10. I received assistance from PVCC in obtaining this job: _____ Yes _____ No.

11. Rate the quality of career assistance received from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list)					
_____	_____	_____	_____	_____	_____

12. Overall, in relation to my present job, the academic preparation I received from PVCC was:

EXCELLENT	GOOD	FAIR	POOR
_____	_____	_____	_____

13. I participated in the Co-op. program _____Yes _____ No.
I obtained my job after graduation through the Co-op. program _____ Yes _____ No.

14. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

II. Further Education:

1. I am: _____ Attending a four-year college or university full-time.
   _____ Attending a four-year college or university part-time.
   _____ Attending a community college full-time.
   _____ Attending a community college part-time.
   _____ Attending some other type of school.
   _____ Not presently attending school (if you checked this, skip ahead to section III).
2. Name of School _____
3. Address of School _____
4. Major Field of Study _____
5. My current grade point average (GPA) is _____ (on a 4.0 basis). This is based on _____ credits earned at the new school.
6. The preparation at PVCC for my current studies was:
   _____ Excellent _____ Good _____ Fair _____ Poor.
7. In comparison to students who started at my new school as freshmen, I feel _____ not as well prepared _____ about as well prepared _____ better prepared.
8. PVCC compares to my new school in:

	PVCC has more	About the same	Current school has more
Degree of student competitiveness	_____	_____	_____
Friendliness of faculty and staff	_____	_____	_____
Individual attention shown students	_____	_____	_____
Strictness of grading practices	_____	_____	_____
Quality of instruction	_____	_____	_____

9. The school to which I transferred was my _____ first choice _____ second choice _____ third choice.
10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list)					
_____	_____	_____	_____	_____	_____

11. The credits I earned at PVCC _____ did _____ did not transfer as I expected they would.
12. The number of credits not accepted by my new school was _____.
    The courses not accepted were _____

III. Comments and Suggestions

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

APPENDIX B

SURVEY COVER LETTERS

Piedmont Virginia Community College

January 31, 1989

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____

(signature)

- - - -

Piedmont Virginia Community College

March 13, 1989

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

Piedmont
Virginia
Community
College

April 13, 1989

Dear PVCC Graduate:

At the end of January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In early March, I wrote again asking you to return the questionnaire. It is now April and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience (this was accidentally left out of the second mailing of the survey in March).

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

APPENDIX C

SELECTED COMMENTS BY SURVEY RESPONDENTS

GENERAL

Overall, PVCC is the place to be! I plan to come back as a non-curriculum student and take more classes. Attending PVCC was one of the best decisions I've made.

I graduated from PVCC in June of 1988 - I have taken the year off from school for a number of personal reasons (new job and new house). I plan to reenroll this fall and continue to work towards my 4 year degree possibly through Mary Baldwin. I apologize for not responding sooner, but I've been very busy. I do object to the cold nature of a form questionnaire to obtain your information but I can also understand its function. It's just [that] I don't feel you do the school any justice in this manner. The school was many good things to me and is a positive pillar in our community. I look forward to renew my association with its community in the near future.

I feel that regardless of a certificate or degree, each student should be recognized for maintaining at least a 3.5 grade average at graduation.

I was very pleased with the classes that I attended at PVCC.

At this point I am still enrolled at PVCC (taking 2 classes) and I will continue my education in the fall with the Mary Baldwin College Adult Degree Program. I plan to get a B.A. in French and a Virginia Teaching Certification in order to teach High School French in the future.

PVCC provided me [with this]:

- I learned more English.
- opened the door to four year college.
- made me [a] well organized person.
- [I] met many Ex-PVCC students and [was] very pleased to meet them.
- proud graduate from PVCC.
- made me better friendship with others. Without PVCC I could not make them.

This [graduate survey] form really does not apply very well to why I took classes or what I'm doing now.

My experience at PVCC was a very rewarding one and I continue to recommend PVCC to the young and not so young.

I was well satisfied with the program and how it was conducted.

Enjoyed and learned a lot from my studies at Piedmont (part-time). Look forward to taking more classes to obtain a degree in the accounting field.

I actually graduated in 1984, but never received my diploma until I returned part-time to PVCC. I will contact someone at the school if I have additional comments or suggestions otherwise please do not send anymore questionnaires.

I feel that many of these questions, particularly those regarding employment and salary are an invasion of my privacy. Those I did not answer, and I do not wish to receive any more of these requests.

I did like the fact that you published early registration and encouraged students to do so over a longer period of time. The fact that you are conveniently located is great!

TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES

The classes I took [at] PVCC were in the Secretarial certificate program. None transferred nor did I truly expect them to do so. My current field of study is totally unrelated. I found the PVCC classes worthwhile and stimulating during my previous employment. Perhaps classes like time-management and assertiveness training will benefit me throughout my college and professional career, but I do not see a direct correlation between my studies at PVCC and those at Penn State. However, as a U.VA. employee I found the classes helpful and felt that more employees should be encouraged to participate.

Piedmont helped me gain academic confidence, and helped provide me with the study skills and experience I have needed at U.VA. The supportive atmosphere at PVCC has stayed with me when I have needed encouragement in a much larger school. I am grateful to PVCC for helping me get my college career started, and for the many friends I made there. The only credit transfer problem I had was that the liberal Arts [and] Math required at PVCC wasn't enough to fulfill U.VA.'s [L]iberal [A]rts and Math requirements.

I think PVCC is an excellent school. It offered to me the same general courses I would have had to have taken at JMU for a cheaper price and under friendlier classroom conditions.

PVCC and U.VA. liaison is very effective as it stands but could be improved if more seminars for possible transfer students were made available. I was well "prepped", but not well prepared for the "transition" process itself.

Negotiate with U.VA. to establish a part-time degree program for PVCC Bus. Adm. graduates to work on their B.S. in Business at U.VA., as a part-time student, i.e., "night school". This is very much needed in the Charlottesville area. I think the switch from quarter hours to semester hours should be beneficial for future students. I am planning on attending a 4 year college in the near future [and] I know some of my classes will not transfer.

When I transferred to Radford University the counselors were unable to read my transferred credits and counseled me to take classes I did not need to take.

Much of the administration at MCV "look down" on academic preparation at the community college level. Maybe this attitude could be changed if courses were separated into academic and non-academic categories (i.e. those students attending community college specifically with transfer intent could be funneled into courses that were graded more strictly, competition was more prevalent, course-pace was quickened, etc.).

I hope to be attending a four year college next year (1989-90). I am sure that PVCC has prepared me very well.

Invite former transfer students back (from various 4-yr schools) to speak with, advise, and provide suggestions to other transfer students. I found the first semester at U.VA. very trying and the transition from PVCC to U.VA. much more difficult than I anticipated. I suggest to future transfer students, that they enroll in summer sessions, or at least take steps to pre-register for the Fall semester (as the process is very different).

I am interested in the Mary Baldwin Transfer Adult Degree program and plan to pursue my B.A. hopefully beginning in the fall.

The education I received at PVCC was far better than the education I am receiving now. The educators at PVCC had a much more open attitude and were more concerned about the students welfare.

EMPLOYMENT

PVCC helped me a lot with [my] previous [and my] current job. My degree is in Business/Management and with the courses that I took to get my degree it helped to prepare me for my current job.

Recently, I was employed in a degree-related position as a mainframe computer operator. I was salaried at $13,000 a year. Unfortunately, the operator I was to replace decided to stay and I got laid off. However, I am still making attempts to secure a

degree-related position in data processing. I have been submitting updated resumes and answering newspaper ads. I am currently working this job I have specified in section I of this survey to keep myself financially stable until I secure a data processing career. I would greatly appreciate it if PVCC's Co-Op Program would continue to give me further assistance in securing a position related to my field of study (data processing).

I think each student should be required or have the chance to work in a job that pertains to their degree program to give them a chance to get the experience they need. Most jobs today require you to have so many years of experience and people aren't willing to hire people with no experience. For example, I want a career as a personnel director but all these positions require at least 5 years experience and they aren't willing to talk to you unless you have the experience they are looking for.

Excellent faculty - I feel I have received an extremely practical education that could apply directly to my job situation. A possibility that may be worthy of exploring is letting prospective employers (day care centers, preschools, etc.) in outlying areas know about the courses you offer and perhaps offer help to them in finding graduates that would be trained in the skills that their openings require.

The education I received increased my knowledge regarding the business field greatly. I have found that the job market in this area is a lot tougher due to U.VA. grads. While at PVCC I was unable to attend the CO-OP program due to my undefined goals. I am finding that experience is just as important as education. I would greatly appreciate any help for finding a career related job.

Re: Question #6: My salary is a personal thing to me, and I chose not to list it. Perhaps salary ranges would have been more appropriate.

Even though I have a full time job and a part time job I still don't feel I am where I wanted to be. I wanted to be in a full time marketing related field by now. I thought the "co-op" program would help, but it didn't really seem to make a difference. I am now working to get into insurance. I have completed and passed the required course to qualify for taking the state exam to receive my life [and] health insurance license. I have a promising offer from a local firm and hope to start around April 15th. Maybe this will be my big charce, but this is something I did on my own with very little help from my degree. Oh well I guess there <u>are</u> no guarantees with college.

PVCC FACULTY AND STAFF

I attended classes at other institutions. I believe PVCC to have excellent instructors and a variety of classes which should meet the needs of almost everyone.

The program at PVCC is excellent. I attended over an extended period of time, both day and night classes. I worked full time and the professors were aware of this but did not compromise their standards because of anyone's schedule. I always found that a mutual arrangement could be worked out when problems came up. I have discovered that I have received a quality education at PVCC, as compared to the first two years at surrounding colleges and universities.

The professors . . . were extremely helpful in guiding me toward my pursuit for a four year degree at James Madison University. The faculty is a definite plus as for the professors.

PVCC allowed me the educational opportunity I would have never have been able to achieve, at night, in Charlottesville. Ninety-nine percent of my instructors were top-notch and helped me to learn valuable information that I utilize in my professional and personal life. Thank you for this opportunity to once again thank PVCC and the staff for a great job done and an even better learning experience. I am looking forward to continuing my education with PVCC and Mary Baldwin.

PVCC's curriculum and services are excelle[illegible] I feel I have benefited greatly from being a part of PVCC. The faculty members are very interested in the students and really care that they provide what is needed by the student.

ADVISING AND COUNSELING SERVICES

I would like to see an improvement in guidance/counseling services for PVCC students. I found it difficult to meet with a counselor when I needed assistance, I was not always able to make an appointment. Also, I found a problem in not always receiving the information I needed, deadlines were sometimes difficult to meet because I was late receiving the information.

Counseling and Information Counter were not always accommodating or able to answer questions. The above is my only complaint. My years at PVCC were very rewarding.

Get a better counseling department - people need to be better prepared to tell the students what classes they'll need to transfer to a four-year university. Also they shouldn't try to force people into a major their first semester.

I feel that the counseling office was very unorganized when helping students to plan their class schedules. I was told to take classes which were unnecessary for my graduation degree.

While I was at PVCC I did not have a specific counselor who worked with me to guide me and help me pick the classes I needed. The only time a counselor spoke to me was to sign my registration form. I was the one who made the decisions pertaining to my curriculum.

CO-OPERATIVE EDUCATION

Since I had already begun a career change before taking courses at PVCC, the major career assistance that PVCC provided was the coursework itself, which I believe was quite satisfactory. The Co-op program . . . helped me locate my first part-time temporary work in the Charlottesville area. After that, I located my own work but continued in the Co-op program.

CURRICULUM (GENERAL)

Basics were excellent at PVCC. Material covered gave me a leg up on many fulltime 3rd year U.VA. students. PVCC provided me with needed survival skills. However, I was not prepared for the level of reading required at U.VA. It went up Geometrically from PVCC levels. However, the emphasis on writing in all of my PVCC courses had a direct and positive effect on my transition.

I believe that PVCC should offer more assistance to students who are undeclared. Help them explore their interests early so they can take the correct classes.

I would like to see PVCC show students directions in which to pursue careers in which they are interested.

I understand that the bulk of the student body consists of day students. Unfortunately, I found that it difficult to schedule classes and attend extracurricular activities in the evenings as an evening student working full-time during the day. In my experience as such, the evening students are much more inspired and driven to take advantage of these classes and events as an older, more focused student body. I hope that in the future, more attention can be given to a better selection of classes in the evenings as well as Saturdays. This would hopefully include extended library and lab hours on Saturdays.

I went back to work after some 25 years as a homemaker and mother. During those years I did volunteer work and some student typing and odd jobs now and then. In 1979 I took a three-month temporary receptionist type position at the U.VA. and decided to take courses at Piedmont to get me back on track and update my secretarial knowledge. Since that time I have received my certificate from U.VA. and

Piedmont through a co-op program and I am so appreciative that the program was made available to me. Your school has helped me and I hope to take more classes there at a later date. So glad we have your school here in Charlottesville.

CURRICULUM (HEALTH CARE)

The Nursing Program being available at PVCC played a big factor in my decision to upgrade my nursing position from LPN to RN. The program (Nursing) is a strong and well developed program. I am very pleased with the end development of a good job.

Before Graduation inform nursing students of opportunities in the area other than hospital work. Have experienced nurses in community Health, Counseling Services etc. come in [and] share their experiences [and] opportunities.

Nursing school at PVCC did not prepare me very well to apply the theory I learned to actual patient assessment and care. This and other factors I have encountered presently leave me with the conclusion that I was not well prepared to encounter [and] deal with nursing "reality shock". More clinical practice with a greater emphasis on autonomous practice would have helped me more. More technical practice would have helped too (i.e. chemistry, microbiology, pharmacology). I could not take these because they required [so much] and financial aid would not pay for them. However, I have fond memories of PVCC and my education there serves now to encourage me to return to a major educational institution in the future.

The Nursing Program need to teach a math program that [will] fit into the program, and it should be made very clear to people entering the program that the Nursing School grading scale is different from the college.

Most AD grads are better prepared to start nursing than 4 yr grads. Need more objective grading system in clinical area of nursing program. It was a good program, I feel I am prepared to go on later to 4 yr college. Most instructors were good-concerned, and caring.

The Leadership class (for Nursing) is way off base and could have been beneficial if properly focused. The medical-surgical classes were most beneficial. A class strictly of pathophysiology, an intense one, could benefit PVCC. (Possibly offered as an elective??)

I enjoyed my educational experiences at PVCC. Wished that I could enjoy my work experiences. I've been in the health care field a long time [so I] knew what I was getting into. PVCC also helped prepare me [and] the others for the work world.

My goal is a B.S. in Medical Records Administration and I will graduate this summer with the A.A.S. from NOVA (Medical Record Technology).

The Nursing Program needs much improvement in teaching graduate nurses on how to take VA State Boards. The tests PVCC gives are nothing like Boards. Much concentration is needed here.

[Consider] Possibly ... becoming involved in the area of rehabilitation technology. There is a growing need for professionals in this field and PVCC already has some of the necessary curriculum.

CURRICULUM (BUSINESS/ACCOUNTING)

One the first areas I would look into would be the accounting department! There must be some way in which a student who has a 3.0 grade point average and has taken the same accounting course twice by the same instructor, and who is currently taking that same accounting course once again by the same instructor can someway manage to receive the proper instruction in order to finally pass the course and graduate after four long years at PVCC!! It is ridiculous that a course needed to graduate with an accounting degree is only offered once a year! What is worse is that the same instructor has taught this course for at least the last three years! You MUST improve in this area!!

Your accounting program needs to teach more on taxes and on Computer Assisted-Accounting - you need to teach students how to use programs like 1040 and SORCEM.

Please add more business classes for the graduates who want to further their education. For example: Purchasing, Human Resources, Computer Application in Business, etc., etc.

My one criticism: during the 7 years I was a student, two courses (Cost Accounting II and Taxes II) were never offered. These are two areas where I could use more work - perhaps under the semester system the 15 week courses take care of the areas we didn't get to.

CURRICULUM (OTHER)

When I attended PVCC, there was no DOS class. A DOS class would have helped me in my new job a great deal. Things to include in a DOS class would be path commands, subdirectories, writing [and] executing Batch files, studying DOS commands,

and an introduction to compiling and linking files. This is a very basic course [and] should be included in the curriculum after the BASIC class and before/during structured language courses. If there is currently a DOS class, I hope it at least includes or covers these topics.

The community college system has given so much opportunity to people young and older to pursue betterment of themselves. I'm retired presently. As a senior citizen I plan to audit some classes just for the enrichment. Keep up the class offering to keep the work force abreast of the times.

To improve the program, I would suggest that each professor stress the evening class students learn the names of the other students in the same class. There is a closeness among students during the day classes that doesn't exist in the evening program. The professionals attending the classes need to befriend others so that a more friendly atmosphere exists. I found in the classes where the professors stressed that we get to know each other, that networking was started and the educational benefits are infinite.

I found the courses offered U.VA. employees to be very helpful especially those dealing with decision making, self motivation, stress, and successful dress. I would like to see courses offered in summer, the first two weeks of January, and more one-half day a week offerings. It is difficult for full time U.VA. employees to be out of the office a full day during the academic year.

More emphasis needed to be placed on Math, Science [and] History overall curriculums!

I plan to re-enter PVCC in the fall (1989) as a Mary Baldwin student. For my specific, job-related needs, I would love to see more Physical Geography type courses. My future goal is to enter into Imagery Analysis and for that a B.S. .in Geography would help tremendously. What would help even more would be if PVCC became a four-year college. Is there a possibility of this in the PVCC's future? I would love to hear from you, Mr. Head, in regards to PVCC's future plans and goals.

More technical training should be made available. HVAC, Auto mechanics [and] body work, electrical, plumbing, etc. U.VA. does not recognize any training from anywhere.

My courses at PVCC in the drafting [and] design program are quite useful.

I think that the electronic program would be better suited if it was more oriented toward troubleshooting, instead of design, with a A.A.S. Degree little chance for design work is received. I found that the classes I took at Piedmont ... rather challenging. In some cases rather too challenging. By this I mean in some cases we didn't know what was expected of us. Though overall I felt I learned a great deal through P.V.C.C.

Please add a degree program to the Maintenance field curriculum.

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